CESSMIR CONFERENCE 2022

CONTEMPORARY FORMS OF RACISM AND DISCRIMINATION

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UNIVERSITEIT
GENT

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PhD pre-conference

9.30 Parallel sessions

Session A: Discrimination and racism in integration and immigration policies

Shadowboxing: 'minority policy' and marginalization of race in the Dutch metropole

by Alison Fisher (Leiden University)

In the latter decades of the 20th century, the Netherlands was forced to confront evidence of racist violence and discrimination within its European borders. Inspired by UK and US examples, Dutch law professors, advocates and activists began working together to develop law and policies against racial discrimination. Unlike in Britain or the US, however, their work did not lead to wide-spread or lasting theorization of Dutch law's role in constructing and perpetuating racial hierarchies; it did not lead to a Dutch Critical Race Theory (CRT). Instead, the resulting law and policy produced limited definitions of racism and ushered in colorblindness and assimilation as government priorities that last to the present day. My PhD research explores the origins and afterlives of Dutch 'minority policy' from 1979-2007, including but not limited to the founding and eventual dismantling of a national institute to combat racism (Landelijke Bureau Racismebestrijding). Using interviews with former participants, and analysis

of academic, policy and grassroots publications of the time, it challenges the prevailing narrative that these efforts represented the pinnacle (and ultimate failure) of benevolent Dutch multiculturalism. Instead, this research places 'minority policy' efforts in a broader historical and global context. First, it frames the Dutch state's response as part of an ongoing process to obscure the connection between current Dutch society and its deeply racialized colonial roots. Second, it links legal efforts to combat racial discrimination in the Netherlands to concurrent developments in European and international human rights and explores how these regimes influenced each other. Finally, it addresses questions and challenges related to expanding and applying CRT outside the settler-colonial context.

A two-way street? Racialisation of Lithuania's immigration policy

by Julija Kekstaite (Ghent University)

This paper casts an inquiry into the racialisation of the EU's immigration policy by zooming onto the ongoing twofold migratory flows phenomenon in Lithuania. On the one hand, the country has experienced arrivals of Belarusian citizens fleeing the Lukashenko regime. On the other hand, an influx of migrants from Africa and the Middle East-who often incited and facilitated by Belarusian authorities-seek to enter the EU through the Belarusian-Lithuanian border. While both migratory

movements occur in parallel, they have evoked a strict 'categorical binarism' in the public and political discourse and, as a result, contrasting policy responses concerning the respective groups. Political and media elites have continuously depicted the non-Belarusian arrivals as a 'crisis' and migrants themselves as dangerous and illegal others - subject to a denial of asylum claims, precarious conditions, and, as of recently, violent legalised pushbacks. In contrast, Belarusian migrants have been primarily constructed through a deserving and 'integratable' refugee frame, accompanied by an unprecedented number of visas issued, whose acceptance on its soil allowed Lithuania to pride itself as a humanitarian actor in the international fora. The article seeks to unpack the ambivalent policy response towards both migration movements. Drawing on Kalir's concept of Departheid, it argues that Lithuania's immigration policy builds on racialised humanitarian and securitisation agendas reflecting broader trends in other EU countries.

Rape mythology applied to credibility assessments of asylum applications related to sexual or gender-based violence in the case law of the European Court of Human Rights

by Lore Roels (Ghent University)

The applicant is 28 y/o, educated and clearly opposes to [female genital mutilation (FGM)]. The Court cannot consider her a vulnerable young woman who runs a real risk of being re-excised if returned toGuinea. With these words, the European Court of Human Rights (ECtHR) judged a Guinean woman'sfear of sexual and gender-based violence (SGBV) as non-credible. The ECtHR suggests here that educated women are unlikely to be subjected to FGM. This reasoning shows characteristics of what is termed a 'rape myth'. Specifically, it can be categorised as a 'victim precipitation myth' (e.g. 'only certain types of persons become the victim of SGBV'). Against this background, UNHCR (2013) already expressed the fear that asylum authorities base their credibility assessments on 'stereotypical, erroneous or inappropriate gender perceptions'. The Council of Europe (CoE), the organisation within which the ECtHR was established, translated these concerns in legally binding provisions through theIstanbul Convention. Articles 60 and 61 specifically oblige its parties to develop gender-sensitive asylum procedures. Knowing the key reason for refusal of SGBV-related asylum procedures is their noncredibility, the question arises to what extent parallels can be drawn between rape mythology in the criminal justice system and credibility assessments in the asylum system. It is this question that serves as the leitmotiv for this presentation. A first part will set out the place of SGBV in the international refugee framework,

the concepts of rape myth (acceptance), and how 'rape myths' in the criminal justice context can translate as 'SGBV myths' in the asylum context. In the second part, I will identify four such SGBVmyths in the ECtHR's recent case law. In conclusion, I will argue that, by endorsing SGBV myths in its refugee status determination, the ECtHR incentivises state parties to the Istanbul Convention to undermine their obligations to install gender-sensitive asylum procedures.

Reconfiguring decolonization in higher education: doing academia differently

by Yasmine Kaied (Ghent University)

Drawing upon various theories, this research aims at reconfiguring decolonization in higher education, developing opportunities for doing academia differently and re-imagining how to organize higher education in regards to (1) accessibility and (2) knowledge production. This research can be placed and framed within the broad Critical Diversity Studies and Disability Studies, with special attention for an intersectional approach and a broad view on diversity. The way of theorizing offers a gateway in the decolonization and antiracism movement within higher education and creates a pathway to stimulate an educational environment where every student experiences equal learning opportunities and a sense of belonging.The gap in study results in

the Flemish Community in Belgium has been researched and results show that segregation, prejudice, low expectations, discrimination and racism are at the root of experiencing inequality, discrimination and exclusion in education (Meuleman et al., 2020). This structural and institutional discrimination in the context of higher education will be examined in this research with a lens of Critical Diversity Studies (CDS). Holck (2018) brings together various findings and declares that critical diversity research has an important role in highlighting the "shadows of power" in organizations. This role can be positioned within the wider decolonization movement in higher education. This research is located in this movement, taking into account an important critique towards diversity literature about the inadequacy of 'diversity'. Within this research we need to be careful and aware of the danger to ward off any insistence at "real" change, inclusion and/or accessibility by preoccupying and exciting the excluded students with a migration background with tokenistic and symbolic change, while changing the whiteness of the institution that dictates who belongs, who succeeds, what academic work is valuable or receives funding or gets published, is ignored (Makhubela, 2018). It would seem that the defining features of the antiracist decolonial approach are "system" and "structure" (Makhubela, 2018). Along with the antiracist movement, this research will form a

gateway and partake in the decolonization movement of higher education. This research also draws upon Disability Studies. We bring in this angle to see diversity in its full broadness: it is not only a matter of ethnicity but also of socio-economical status, gender, religion and (dis)ability (Mitchell, 2016). Proceeding, this research resides and moves within the fundamental study of intersectionality. CDS have called attention to the theoretical concept of intersectionality to consider multiple intersecting identities and to study them as complex and mutually reinforcing or contradicting processes (Acker, 2006; Holvino, 2010; Rodriguez, Holvino, Fletcher, & Nkomo, 2016; Zanoni et al., 2010). Higher education discourses and practices perpetuate injustices in organizational structures, such as (1) accessibility and (2) knowledge production (Mbembe, 2016). There is an urgent course towards transformation, focusing on equitable access to higher education for every student, focus on inclusion and decolonization. This has raised important questions regarding knowledge production, particularly in relation to the use and value of Western theory in local research and curricula, as well as who gains ontological and epistemological access to higher education. If policy and practice are to progress towards more equal opportunities for all students, there is a large need to increase awareness of unquestioned institutional logics and the creation of spaces in which asking

critical questions on who comes to matter, is possible (Verhaeghe et al., 2016). Radical and substantive solidarity and ethical engagement have become important ways to enact anti-colonial decolonizing of development education for global social justice praxis.

The accommodation and support of unaccompanied refugee minors in Brussels (Belgium): factors that hamper interprofessional collaboration

by Liesbet De Backer (VUB)

Drawing on in-depth interviews with representatives from 17 organisations, this presentation will focus on collaboration patterns between different actors involved in the pre- and post-adulthood trajectories of youngsters arriving in Brussels as unaccompanied refugee minors. By putting the spotlight on the interactions between social workers, youth workers, guardians, teachers, school principals, doctors, landlords, psychologists, etc., one can disentangle how efficient networks of professionals can ultimately benefit client outcomes (cfr. Raeymaeckers and Van Dam, 2016).Through a qualitative analysis, we clarify, first, that there is room for progress when it comes to information exchange, case transfers and case coordination between different organisations. Afterwards, we point at five different, but interrelated factors that engender or endanger interprofessional

collaboration: 1.) timely and adequate diagnoses, 2.) knowledge of all service providers; 3.) the existence of waiting lists; 4.) informal trust relationships between professionals and 5.) cultural competences of social workers and other professionals. Taken together, it leads to a situation where support for the target group in their first years upon arrival in Belgium is said to be hampered by serious shortcomings. While some of these issues can be addressed at the level of individual organisations, many are also embedded in a structural context of time pressure, understaffing, increased stress levels and high personnel turnover.

Unintentional discrimination against patients with a migration background by general practitioners in mental health management: an experimental study

by Camille Duveau (UCLouvain)

Background: Generally, the prevalence of mental health problems is higher among migrant patients, than among their native counterparts. They are also more likely to have unmet medical needs and are less frequently referred to mental health services. One potential explanation is that general practitioners (GPs) may unintentionally discriminate against patients in this group, particularly when they dehumanize those patients. To date, no experimental study has investigated this hypothesis. This paper assesses the influence of humanization on GPs' discriminatory attitudes towards diagnosis, assessment of severity of symptoms, treatment and referral decisions regarding depressed patients with and without migration background. Methods: A balanced 2X2 factorial experiment was carried out with Belgian GPs (N = 797). It used four video vignettes depicting either a native patient or a migrant patient with depression. Half of the respondents were exposed to an intervention humanizing the patient by providing more details about the patient's life story. The randomly assigned vignette was followed by an online questionnaire about diagnosis, assessment of severity of symptoms, treatment and referral decisions. Chi-square, two-way ANOVA · and MANOVA were used for the analysis. Results: GPs systematically judged the migrant patients' symptoms to be less severe than those of the native patients ($F = 7·71$, $p < 0·05$). GPs also prescribed benzodiazepines less often to migrants ($F = 8·79$, $p < 0·01$), a result that was not explained by adjusting the model for the assessment of the severity of symptoms ($F = 9·94$, $p < 0·01$). We observed, however, that the humanization intervention had little effect on the medical decisions. Conclusion: In summary, the results indicate that ethnic difference in the management of depression persist in primary care. Humanization, however does not mitigate those differences in medical decisions and disparities in the use of mental health care services.

Racial realism in the French workplace. Asian executives, the law and the recomposition of racism in management practices

by Anne Zou-Thalamy (Centre Maurice Halbwachs and École des Hautes Études en Sciences Sociales)

In France and other countries where the principle of non-discrimination has been established and liberal moralism is prevalent, considering someone's race during a job interview contradicts labor laws and the penal code. The rhetoric of meritocracy is generally used to legitimize the selection of candidates for skilled occupations on the labor market, and explicit references to race as a qualifying element are not tolerable and respectable forms of justifications for recruitment. Contrary to this social and legal norm, race and gender have become more and more prominent in management practices and especially in skilled white-collar positions. Working as a project manager in a French CAC 40 company, from 2017 to 2020, it was common to hear HR professionals mention the need for "Asian talents", or more specifically "to hire Asian women". Race seems to have become a form of qualification, guaranteeing knowledge on a specific culture, language, or country. Indeed, racial realism, defined as using someone's membership to a racial group as a qualification in the workplace, without regards to the law or ethical concerns for justice (Skrentny, 2016; Bereni, 2018),

revolves around the idea that racialized employees can serve or inform on racially concordant markets. This race management strategy seems to be particularly visible when it comes to Asian professionals, mainly due to the construction of the Asian continent as a region with strong economic potential for most CAC 40 companies. This presentation intends to focus on the interaction between race, management, and the French workplace, and more specifically on the reconfiguration of racism in management practices, in a republican universalism context. This research is based on a three-year ethnographic fieldwork as a project manager in a French CAC 40 company. I am also conducting interviews, with non-white managers, with a predominant number of Asian managers and executives.

Ethnic discrimination in healthcare

by Robin Vandecasteele (Ghent University)

Health care disparities based on ethnicity continue to exist anno 2022 in Europe. Ethnic minorities face inequality in health care treatment. One of the underlying causes is the fact that health care providers are not able or willing to provide culturally sensitive care that takes into account the needs and expectations of the ethnically diverse patient population. The current research project zooms in on how the ability of general practitioners to provide culturally sensitive care and the ethnic bias of

general practitioners affects ethnic inequality in health care. To do so, two studies have been launched applying a mixed-methods design. First, 100 Flemish general practitioners (GP) were invited to participate in two online video consultations with simulated patients. Each participant had a consultation with a Flemish patient and a Flemish-Moroccan patient, the two video consultations were then coded using an Objective Structured Clinical Examination (OSCE) and compared. Following each consultation, both GPs and the simulated patients also completed a survey analyzing their attitudes concerning the consultation and general cultural worldviews. Second, a subsample of the GPs will be invited to do a qualitative in-depth interview. This research project investigates health care providers' attitudes, intentions and behavior to get a better understanding of the processes that prevent GPs in providing equitable health care. In the last phase of the project, these insights will support the development of a tool that can support GPs and, hopefully, diminish health care disparities based on ethnicity.

Cartography of listening to the psychological suffering of immigrants in mental health services in southern Brazil

by Gustavo da Silva Machado (Universidade Federal de Santa Catarina)

Throughout its historical construction, madness has gained different names and treatments. In general, the search for the maintenance of normality has produced frames in the work of psychology, psychoanalysis and medicine professionals regarding the rationalities that produce the psycho diagnosis. Thus, it is possible to say that the diagnostic production's biopolitics tries to adapt "abnormal" behaviours to social dictates. This thesis aims to cartography the psychodiagnostic production of psychology and medicine professionals in the care of immigrants and refugees in a city in southern Brazil, using Ethnopsychoanalysis and Critical Social Theory. The migration, especially when made involuntarily, presents itself as a psychosocial vulnerability and, sometimes, the encounter with traumatic experiences. Culture also mediates suffering and its manifestations. Thus, when immigrants try to explain what they feel in health services, they do not find elements of symbolisation for their psychic pain, either because of the language barrier or because of a different reading of reality and cosmology. The professionals, on the other hand, in the encounter with the

"difference", try to fit the suffering presented with the DSM diagnostic criteria without the proper cultural competence. In this thesis, besides fieldwork in primary and specialised care services, psychologists, family doctors and psychiatrists were interviewed. As preliminary results, professionals lack knowledge of the DSM 5 Cultural Formulation Interview and admit the diagnosis as a "translation" to a supposedly "shared" language of suffering. Psychologists showed less need for psychodiagnostic. The professionals recognise migration as a "risk factor" for suffering but admit that they lack training for adequate care. Professionals with a family history of migration showed more sensitivity to the suffering associated with displacement and questioned the diagnosis in these cases.

Narratives of Home and Belonging for Syrian Refugees in Germany

by Shaden Sabouni (Fulda University)

In 2009, I was in England visiting my sister. That was the first time I had been abroad in a European country that did not speak my mother tongue. What I first experienced was that everyone greeting us in the street; it felt strange and warm at the same time. Even though my sister wears the Islamic head scarf "Hijab", everyone greeted her. My impression about being a stranger in a European country was hospitable and friendly: people do not pay attention to differences and appearance; this must be the way things go when you are a stranger in Europe! This was what I thought and kept in mind for a long time, until my personal experience proved the opposite. Now, I live in Germany as a refugee, or as they call us, "Outlander" – a word that makes one feel that one can never be a part of one's new society no matter how much one is willing to sacrifice to adapt and integrate into one's new unchosen lifestyle. In three years, my own neighbours have never greeted us as we met on the stairs, although we've always did; they do not even bother to reply to my children's shy smiles. The feelings of discomfort and rejection arise every day in every single situation, whenever I am confronted with the fact that I am identified as a refugee here. This article highlights the daily situations in which I am confronted with the fact that I will always be strangers in my new assumed home. I here present my own experience as a refugee in Germany. All the experiences that I went through are supposed to bring me closer to the society in which I now live, but does it really achieve its purpose? My article here shapes the impact of daily life practices that a refugee might undergo and the lived experience of being a refugee. This article aims to track the effects of being a stranger in one's new home, feeling rejected and unaccepted.

A psychoanalytic reading of radicalization and deradicalization in Islam

by Amar El-Omari (Ghent University)

Jihad literally stands for striving or struggling, in an Islamic context: the effort to live conform God's guidance. As so, jihad can be understood as a struggle for self-improvement. In some contexts, the meaning of jihad is narrowed down to fighting against alleged internal and external enemies of Islam. As so, the internal dimension of jihad, one's struggle with one's soul, is disclaimed. In Lacanian psychoanalysis religion is thought as a narrative that gives meaning to life, as a way to deal with the manque à être (want-to-be) that is inherent to being human. Thinking of religious beliefs as being part of one's identity, implies that one's religious conviction contains

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a personal, subjective component. The jihadist tends to reject the subjectivity specific to religion by referring to The True Islam and identifying with an Islamic identity in which every fear, every uncertainty, all existential questions are seemingly resolved. Research shows that the departure to IS and the will to fight for Islam can be translated as an identity story. Furthermore, often young people with a migration background are drawn to a political Islam and the Oemma as a way to break with both Western society and the so-called country of origin. This qualitative research aspires to study on the one hand the processes that leads to an attraction to and an identification with a radical interpretation of Islam, and on the other hand to clarify how we can understand deradicalization as a form of disengagement. We can hypothesize that jihad is the Islamic translation of the disharmony specific to humankind. As so radicalization can be approached as a symptom of the desire towards roots that provides an identity and a place in society. An important matter in this research will be the question what kind of role a migration background plays in the attraction to a political Islam.

Studying perceptions of fairness through a life story interview among Belgians with a Moroccan background

by Fien Geenen (Ghent University)

When an authority makes a decision, people tend to judge this decision on the basis of its fairness. Literature distinguished various forms of fairness perceptions and disclosed positive effects that these perceptions can elicit. Perceptions of fairness cause – among others - an increased sense of societal belongingness and identification with the deciding authority, and this is specifically relevant for ethnic minorities. However, research on fairness perceptions among ethnic minority groups remained limited, and a comparison of different points of view within minority groups even further lags behind. Also only few researchers previously collected in-depth qualitative data about the fairness concept. The variable we are particularly interested in the present qualitative study is generation. Data were collected pairs of young adults and one of their parents. Participants were Belgians with a Moroccan background, who were interviewed separately. This specific sampling method gives us the opportunity to not only explore possible generation differences in fairness perceptions with respect to societal authorities, but also explore a possible impact of socialization messages between parents and their children. We used a life story approach in which the highs

and lows in the work- and school domain were broadly questioned. The initial results suggest that negative experiences are tied to contextual elements (e.g., diversity within a school) and aspects of unfairness perceptions are reflected in them. Generational differences in these experiences also emerged.

Addressing cultural topics during psychotherapy evidence-based do's and don'ts from an ethnic minority perspective

by Hilde Depauw (Ghent University)

Broaching - i.e., a counsellor's effort to have meaningful conversations in psychotherapy concerning the client's cultural identity (Day-Vines et al., 2007;2020) - is a strong predictor of positive treatment outcomes and client satisfaction, especially for minority identified clients (King & Borders, 2019; Knox et al., 2003; Meyer & Zane, 2013). Despite this understanding, broaching literature has struggled to translate broaching principles into practical recommendations for specific behavioural strategies. The current study explores different approaches used by the therapist – i.e., the direct, indirect and avoidant approach - to broach cultural topics which include ethnicity, religion, gender expression and socioeconomic status. We investigate broaching effects on clients' perception of (1) the multicultural orientation of the therapist and (2) the frequency of

microaggressions during therapy. Moreover, we investigate whether the effect of broaching depends on the quality of the therapeutic relationship and the timing of the first broaching statement, as reported by the client. These research questions were investigated in a sample of ethnic minority clients (N = 231) who followed at least one session of mental health care counselling during the past 12 months. The results lay the basis for practical guidelines for broaching in psychotherapy, and provide counsellors with evidence based recommendations to approach cultural conversations effectively.

Main conference

Ideological incompatibilities and institutional contradictions: Racism and Discrimination in Color-Blind Europe Today

by Kwame Nimako (founder and director Black Europe Summer School of Amsterdam)

Western European nations achieved global historical domination and contemporary global influence on the basis of colonization, slavery and imperialism, establishing and expanding political and economic systems based irrepressibly and inextricably on ideas of race. Religious, biological and cultural racist ideologies thrived in the academic halls and political corridors of the powerful, as well as in the gateways to national boundaries, employment, education, housing and health. After slavery was legally abolished, explicit, direct institutional racism was superseded by implicit, indirect institutional racism. Today, nations in Western Europe adamantly insist that all people are equal, and that color-blind policies and practices must prevail in order to achieve equality of opportunity, and outcomes that are equitable. And yet deep and abiding ideas of race, otherness and rightful belonging still pervade political and public discussions of immigration, citizenship, asylum seekers and refugees. Evidence of a pervasive repertoire of direct and indirect racial discrimination – intersecting with and compounded by gender, class and religious stratification – continues to be revealed. These are the ideological and institutional entanglements that must be unravelled if we are to confront, contain, reduce and eliminate racial discrimination. At the forefront of challenges to racial discrimination is a plethora of local, national and international groups and organizations across the continent, based on racial, ethnic and religious identity – many having gender and women's experiences as a pivot of their activities. These groups and organizations maintain both a microscope and a telescope on racist ideologies and practices; they reject color blindness as a state-led fabrication and foil to avoid equality. And they offer the best hope for a sustained reduction in racial discrimination.

Session A: Contemporary forms of racism and discrimination

Making sense of hate: Young Muslims' understandings of online racism in Norway

by Marjan Nadim (Institute for Social Research, Norway)

There is a growing research literature on everyday racism, emphasising that experiences of racism are often subtle, ambiguous and difficult to pin down, even for the actors involved. However, this research literature has often ignored the online realm, where "old-fashioned" and explicit forms of racism are present and highly visible. Based on qualitative interviews with 20 young Muslims in Norway, this paper examines potential targets make sense of the hate and racist content they encounter online, and develops an analytical framework for analysing cognitive representations of racism more generally. The analyses show that although online racism is experienced as massive and explicitly racist, it is seen as a normalised aspect of being online. Furthermore, the analyses identify two dimensions that capture the respondents' differing "theories" of online racism: intentionality (the extent to which online racism is understood as intentionally racist), and exceptionality (the extent to which online racism is understood as an exceptional or ordinary part of the broader society).

Experiences of discrimination: EU migrants in the UK, Germany, Spain and Italy

by Neli Demireva (University of Essex)

This study focuses on experiences of discrimination of EU migrants. There has been an increase of hate crime in Europe in the last 10 years (Bleich 2007, Whine 2015). Based on 154 in-depth interviews in three groups of countries: countries traditionally receiving migrants such as Germany and the UK; countries traditionally sending migrants such as Bulgaria and Romania; and countries which at present are both receiving and sending migrants such as Italy and Spain, the paper investigates the modes of integration of EU migrants and the challenges they face in their attempt to become part of the mainstream society in the receiving country. The country selection allows us to examine a range of regional and national contexts in which migrants are embedded and to give due diligence to the pan-European policy debates and regulations that might shape the migration process. We find evidence of tensions between groups – between the majority and the EU migrant community but also between the migrants and established minority groups. In the extreme, the respondents in the study talk about verbal attacks - in many other cases discrimination, in their words, takes the form of strategic lack of assistances or interest in the hardship that the migrant faces. The paper raises

important questions about the various forms of racist abuse to which EU migrants are exposed, and the role that social media and politicians play in these exchanges.

Implicit racial bias is behavior

by De Houwer Jan (Ghent University)

Implicit racial bias is often viewed as a hidden force inside people that makes them perform inappropriate actions. This perspective can induce resistance against the idea that people are implicitly biased and complicates research on implicit racial bias. I put forward an alternative perspective that views implicit racial bias as a behavioral phenomenon (De Houwer, 2019, Perspectives on Psychological Science). More specifically, it is seen as behavior that is automatically influenced by cues indicative of the racial group to which others belong (e.g., skin color). This behavioral perspective is less likely to evoke resistance because implicit racial bias is seen as something that people do rather than possess and because it clearly separates the behavioral phenomenon from its normative implications. Moreover, performance on experimental tasks such as the Implicit Association Test is seen an instance of implicitly biased behavior rather than a proxy of hidden mental biases. Because these tasks allow for experimental control, they provide ideal tools for studying the automatic impact of racial cues on behavior, for predicting other instances of biased behavior, and for educating people about implicit racial bias. The behavioral perspective not only changes the way we think about implicit racial bias but also shifts the aims of research on implicit racial bias and has implications for how to influence it.

Accommodation of URM in Flanders: where they fare best?

by Johan Vanderfaeillie (VUB), Roman Trenson (VUB), Lenny Trogh (Pleegzorg Vlaams-Brabant & Brussel), Frank Van Holen (VUB)

Background: Comparative research on care accommodations for Unaccompanied Refugee Minors (URM) is sparse. This study aims at examining in which kind of accommodation URM fared best regarding their subjective quality of live. Methods: URM living in various care accommodations (independently living, foster care, federal reception centres and residential care) were invited to participate in the study and to fill in a questionnaire measuring subjective life satisfaction across several life domains. Results: 101 participants were included in the study. Compared to native children, URM as a group reported significantly better experiences on most life domains, such as school, friendships, living companions and neighbourhood, in comparison to native children. However, URM were less satisfied with their living companions, personal possessions, daily activities and

leisure, as well as with their lives in general compared to Flemish youngsters. URM living in residential care organised by the Flemish community or federal reception centres reported worse life satisfaction as compared to other types of accommodation. Conclusions: URM score experiences on these life domains as more positive due to the contrast to what they experienced in the country of origin. Lower satisfaction might indicate that expectations on these domains are higher as compared to what they experience. This study confirms partly the relative merits of a highly supportive environment such as foster care. But it points out the importance of strengthening the autonomy of the URM.

"Ik ben Nigerian": Reflecting on the Contemporary forms of Social Exclusion": The Case of Boko Haram's Victims in Nigeria

by Emmanuel Chidozie (KU Leuven)

Prior to the terrorist attack of 2015 in France, there were series of global extremist violence in Beirut, Palestine, Ankara, and Nigeria. However, in the Paris assault, there were outpouring of griefs for those killed. This dominated the (Western) media discourse including the social media platforms such as Facebook which attempted to circumscribe grieving in particular ways. But then, why do the media choose to highlight some crises and not others? Why the differential allocation of grief in public discourses? Viewing the performance of public grief through Butler's (2004) work explores the ways in which lives are framed including the production of marginal population. Relying on the lived experiences of IDPs (survivors of Boko Haram) at the Christian Centre in Nigeria as well as direct interviews, this paper extracts Butler's concept of grievability to contend that the ability to be mourned within the West illustrates the contested ways in which lives are valued or disposable in our contemporary geopolitical context (Brown 2016). This analysis, it is argued, is relevant in the understanding of the complex relationship between recognition, vulnerability, and the frames for defining the "human" in relation to the survivors of Boko Haram's violence. Consequently, this study insists that the societal bifurcation of the 'human' as 'worthy' or 'worthless' through framing practices correspond to the mechanism of social exclusion in our contemporary society (Kenny 2010).

False moves: Border games in popular visual culture and the de-racialisation of migration

by Lennart Soberon (VUB), Kevin Smets (VUB)

Headline-grabbing as reality TV might be, there has arguably not been a more controversial broadcast in recent British television history than Channel 4's Smuggled (2019). Equally straightforward as audacious in its concept, the program attempted to capitalize on the contemporary migration debate and impending Brexit by way of a two-episode spanning social experiment to "test the UK's borders". Eight "ordinary" British citizens that served as contestants were transported to France or the Netherlands and asked to hand over their passports before returning to their country clandestinely through a series of acknowledged migration routes. By re-enacting these hazardous journeys, Smuggled promised to give an in-depth investigation of "how easy it is to break into Britain" by surveilling Home Office and Britain's neighbouring countries' border security. Our contribution aims to offer

a contribution to theories on media and migration by discussing how the series ventriloquizes migrant experiences through its practices of re-enactment and aligns these representations with generic conventions within the reality TV genre. In the last years, the simulation and appropriation of migrant suffering through the prism of popular modes of entertainment, such as the game show, hide-and-seek program, and the docudrama, has become a common feat. While Smuggled might not be the first reality TV show that gamifies migration, it is unique in the tensions it generates towards migrants in terms of empathic involvement and moral outcry. Through a textual analysis of Smuggled's two episodes, we discuss the series as a form of borderveillant media (Fojas, 2021) that enlists its viewer into a process of co-policing the border. Such ways of looking are amplified through a particular type of border poetics (Schimanski, 2006) which generates anxiety around border (in)security and effectively attempt to deracialize and depoliticize forced migration.

Parent-child similarity in self-reported and perceived anti-immigrant attitudes: the role of cross-group friendships, family communication and gender

by Sophie Joye (KU Leuven), David De Coninck (KU Leuven), Cecil Meeusen (KU Leuven)

It has been established that various attitudes are intergenerationally transferred from parents to their children (Degner & Dalege, 2013; Meeusen 2014a; Meeusen, 2014b; Meeusen & Dhont, 2015). But there is little research that investigates divergences between perceived and self-reported attitudes of parents and their children, compares perceived attitudes with each other and also studies gender differences (Boonen, Quintelier, & Hooghe, 2017; Niemi, 1974; Westholm, 1999). In this paper we examine this for anti-immigrant attitudes. Data from the 2012 Parent-Child Socialization Study is used (Hooghe, Quintelier, Verhaegen, Boonen, & Meeusen, 2012). This data is used to test several hypotheses. First, we expect a stronger positive relationship between perceived anti-immigrant attitudes than between self-reported attitudes. Second, it is expected that there is a positive relationship between self-reported anti-immigrant attitudes of parents or their child and perceived anti-immigrant attitudes about the parents or the child respectively. Third and fourth, it is assumed that mothers have a more accurate perception of their child's anti-immigrant attitude than fathers and that children perceive their mother's anti-immigrant attitude more correctly than their father's. Fifth, it is assumed that there is a positive relationship between the self-reported anti-immigrant attitude of the child and the perceived anti-immigrant attitude of the parents. When there is little

family communication or the parents have no cross-group friendships, children are more likely to project their own attitude onto their perception about their parents and when there is a lot of family communication or the parents have cross-group friendships, we expect the relationship to be stronger from the perception about the parents to the child's attitude.

What have migrants ever done for us? An integrative Corpus Linguistic (CL) and Critical Discourse Analytic (CDA) approach to migration discourse in the context of Brexit

by Jorge Disseldorp (Ghent University)

This paper combines a methodological Corpus Linguistics (CL) approach with a theoretical Critical Discourse Analysis (CDA) framework to analyse the discursive construction of migrant groups in the context of the 2016 UK-held EU referendum. It specifically focuses on migration discourse in left leaning, liberal and progressive news outlets. It thus seeks to balance the tendency in CDA-based research on migration discourse to predominantly focus on right-leaning conservative news outlets that are more overtly critical of migration. As social media sites such as Facebook have become an increasingly important locus for news consumption, this paper analyses both news posts, as published by news outlets on Facebook, as well as the news articles that they are linked to.

The corpus is comprised of approximately 850 news posts and news articles as published by BuzzFeed UK, The Guardian, Huffington Post UK, and The Independent between 20 February 2016 and 19 July 2016. Analytically, this paper incorporates a quantitative CL approach with a more qualitative CDA-based framework. The quantitative approach aims to identify frequent and statistically significant patterns of linguistic co-occurrences, as well as patterns of marked linguistic differences between the respective news outlets. The qualitative analysis then serves to identify the specific discursive qualities that these patterns give rise to foremost in terms of predicational and argumentative strategies as set out in the Discourse Historical Approach (DHA). The questions that this paper tackles are related to (1) which actors are typically referenced in the context of the news coverage of the EU referendum, (2) what notions are frequently related to these referents both in a broader topical sense as well as a narrower associative and evaluative sense, (3) what type of narrative is constructed around these elements, and (4) to what extent do these migration-related narratives differ between the respective news outlets.

Discrimination and social justice in education: representations about race and ethnicity in Portuguese schools

by Sandra Mateus (Iscte-Instituto Universitário de Lisboa)

In studies on education and children with migrant background, discrimination on the basis of race and ethnic origin assumes a central role: it constitutes a strong obstacle to integration and affects schooling processes. How does the racial and ethnic difference mark the students' school experience? The experience of discrimination at school therefore uncovers important limits to social justice in education. Teachers and other actors not only have specific representations of social justice, but also contribute to its production and dissemination in the school environment. How can they counteract relations of subordination and discrimination and deliberately and consciously contextualise their educational practice within prevailing patterns of social injustice? In this presentation we intend to discuss this issue by reflecting on the teachers and other school agent's narratives of ethnic and racial diversity in the school environment. For this purpose, we examine a set of 41 interviews conducted in two schools in the Metropolitan Area of Lisbon. The data presented is part of a larger research project, which aimed to deepen the knowledge about future orientations at the end of compulsory education (Mateus, 2019; Seabra, Mateus, Rodrigues & Nico, 2011). The study covered an extensive set of dimensions of the school and youth experience, including discrimination. The analysis confirms the existence of discrimination of racially and ethnically diverse students. Students are relegated to parental origins in the dominant interactions and representations in the school environment. Diversity is revealed, in the perceptions of school agents, as problematic and impacting on school environments. We also intend to discuss the relevance of the data analysed, and the reconfiguration of the expressions of discrimination in current Portuguese education.

Teachers in a staggered position: Compartmentalised language beliefs in Flemish secondary education

by Van Raemdonck Maxime (Ghent University)

Because of increasing global migration, many schools house large numbers of students who's home language (HL) differs from the language of instruction (LoI). The reaction of many educational systems is to banish these languages. However, many studies show that allowing HL at school can benefit pupils' learning and well-being. The decision to ban the HL is based on the belief that a language deficit in the LoI primarily causes

educational inequality in between students with and without a migration background; ethnic minority students would benefit from speaking exclusively the LoI at school. This reasoning leads to monolingual policies where only the LoI is allowed in school. This way, policymakers define minority languages as a problem, thereby placing the responsibility to achieve in education on the multilingual students and not on the educational system. This paper looks at how teachers, who teach in schools with a monolingual policy, view the application of multilingual pedagogies in their classroom practice. Previous studies showed that many teachers hold monolingual beliefs (MB). However, this qualitative study, where 18 teachers in 3 secondary schools in Flanders were interviewed, shows more nuance and layers in those MB. It indicates that the MB of teachers are under pressure. On the one hand, teachers identify resistance due to the changing context (increasing attention for multilingualism within the academic world, local policymakers at the meso level). But, on the other hand, they experience a struggle in the classroom between their changing beliefs and their daily practices. Consequently, compartmentalised beliefs that maintain a contradiction between teachers' instructional and pedagogical beliefs emerge. Teachers believe that students' home language can be an asset to the learning process (pedagogical beliefs) while simultaneously wanting to keep instruction and language-use in the classroom strictly monolingual (instructional beliefs).

Ethnic bias among teachers: How are teachers' implicit and explicit ethnic bias related to their multicultural teaching practices?

By D'hondt Fanny (Ghent University), Peter Stevens (Ghent University)

Teachers play a central role in the realization of equal educational opportunities for all students. If teachers hold ethnic bias, this can influence their behaviours towards students with an immigrant background and consequently, the educational opportunities of these students. Most of the research in this field is experimental research focusing on how ethnicity or ethnic bias influence teachers in their judgement of students' social or academic competence. We want to focus on multicultural teaching practices, given that the limited number of studies that have done this, found inconsistent findings and/or focused primarily on pre-service teachers. Hence, to date, it is unclear how teachers' ethnic bias is related with multicultural teaching practices. We will focus on one type of multicultural teaching practice: equity pedagogy. This has received very little attention in quantitative studies. Furthermore, we want to make use of two types of measures of teacher attitudes, self-reported and implicit. In

the last three decades, psychologists have developed new techniques that measure attitudes in a more indirect and automatic way. In the current study, we want to build on the existing knowledge and use an implicit measure (Single Category- Implicit Association Test) and two self-reported measures (ethnic prejudice and ethnocentrism). The dataset consists of 645 in-service teachers that filled out the online survey of which 387 also completed the SC-IAT. The data is collected in 48 secondary schools in Flanders, Belgium. We will perform a multilevel regression analysis, given that the teachers are grouped in schools. The goal of this study is to get a better understanding if and how teachers' ethnic bias correlates with how they behave towards students with an immigrant background. We aim to obtain innovative results that will help teachers and schools to get more insight on how their bias can influence daily interactions with students with an immigrant background.

Interactive and accessible education about unconscious bias

by Huriye Yaldiz & Bahar Golchehr (Radbout University)

According to the Central Bureau of Statistics (CBS), almost a quarter of the Dutch population (24.7%) had a migration background in February 2021. The large majority of this group with a migration background are people with a non-European migration background. It is expected that

diversity will increase even further as a result of globalization. Despite the large group of people with a migration background, the inconvenient truth is that racism and discrimination still takes place, also within the Dutch healthcare system. This affects both our colleagues as well as our patients. Awareness of our thoughts and biases is an important part in order to get a step closer to inclusive society. However, addressing this topic and creating awareness can be challenging in many ways. Therefore, we developed an interactive, accessible and playful teaching method at the Radboud University Nijmegen (NL), which we would like to present to you. The method is possible for online and in classroom teaching. It was originally created for medical students, to make them aware of their biases before they start their clinical internships. However, the method is also applicable for students of other disciplines and also for working professionals. Topics which are addressed are: how bad is the discrimination in healthcare? What does this form of discrimination look like? What are the consequences of it? And what is actually our own bias? And most importantly, what can we do about it?

Session D: Institutional racism across settings

Reproductive Justice & Racial Discrimination in Sexual and Reproductive Health in France

by Virole Louise (SESSTIM, Aix-Marseille Université)

In France, racialized women still experience a great deal of discrimination in access to sexual and reproductive care: whether in access to health education, contraception, abortion, sterilization, assisted reproductive technologies, pregnancy monitoring or childbirth. The Reproductive Justice framework, created by African American feminists in the United-States, is a precious resource to understand that these discriminations are caused by intersectional oppressions of race, gender and class. However, the reproductive justice framework is little known and little used by French researchers on issues of racism and discrimination. This paper calls for the development of research on reproductive justice in France, highlighting several of its potential contributions: i. it highlights how the reproductive governance of the state shapes discrimination against racial minorities in the health system. ii. it argues that the under-representation of racial minorities within feminist movements for reproductive rights plays a role in the persistence of health discrimination against racialized women. Ultimately, the theoretical framework of reproductive justice allows for a renewed analysis of the discrimination racialized women experience in accessing sexual and reproductive health in France.

The perpetuation of racism in university education: Race and Empire in the International Relations classroom

by Leila Mouhib (ULB)

In this presentation, I critically assess the perpetuation of racist and imperialist conceptions of the contemporary world by university education in International Relations, and its direct consequences on the racism and discrimination minority ethnic and Global South students suffer in their daily lives. To do so, I focus on three sets of questions:1. How was racism produced by the nascent international system at the beginning of the 16th century? How and why the ideas of whiteness and blackness were then invented, still producing racism and discrimination nowadays?2.The avoidance of mentioning this phenomenon is observable in the way International relations have been taught until nowadays. How is this avoidance contributing to perpetuate racist and imperialist perceptions of the contemporary international relations, and what is the impact on education at university, specifically on the trajectories of "minority ethnic" or "Global South" students in International Relations programs?3. What can be done to make the teaching

of International Relations more accurate historically and more inclusive today? I argue that in order to tackle the persisting racist and imperialist orientations of university education in International Relations, three aspects are to be dealt with: 1. a decolonial approach of the discipline itself and a disciplinary focus on the linkage between race, empire and International Relations; 2. a decolonial approach of the classroom itself, by subverting the traditional hierarchies of the teacher-student relationship; 3. a commitment to critically assess the impact of the invention of race in the modern international system on the daily lives of minority ethnic and Global South students.

Community Policing without Borders (CoP Project)

by Ariana Naser (IOM), Dorien Deketele (IOM), Sofie Dumortier (IOM)

Het project 'Gemeenschapspolitie Zonder Grenzen (CoP Project)' gaat over racisme en discriminatie binnen het politiekorps. Kernproblemen zoals gebrek aan vertrouwen, representatie en inclusiviteit komen aan bod en worden vanuit een lokale, bottom-up aanpak benaderd. Het project is een samenwerking tussen de Internationale Organisatie over Migratie (IOM), verschillende politiezones (Antwerpen, Gent, Brussel-Noord, Brussel-Hoofdstad en Charleroi) en civiele organisaties (Uit De Marge, LEVL en UNIA). De essentie van het

project is het verbeteren van de relatie tussen de politie en burgers (vooral jongeren) met een migratieachtergrond, om zo racisme, en andere vormen van discriminatie binnen de Belgische politiediensten aan te pakken en tussen de Belgische politie en migrantengemeenschappen. Het project combineert verschillende werkpaketten die samen trachten de politiecultuur te verbeteren en de afstand met burgers met een migratieachtergrond te verkleinen. Voor elk werkpakket zijn er 'Praktische Richtlijnen' opgesteld die oplossingen aanbieden. Het 1ste werkpakket heeft als doel om het personeelsbeleid en de personeelsprocessen van de politie te verbeteren. Op deze manier wordt de vertegenwoordiging van mensen met een migratieachtergrond in het politiekorps vergroot en stijgt de kans om politiemensen met een migratieachtergrond te behouden. Het 2e werkpakket beoogt de kwaliteit van de bestaande klachtenmechanismen te verbeteren om zo de toegankelijkheid ervan voor slachtoffers van racistische en xenofobe daden te vergroten en de doeltreffendheid ervan te vergroten. Het 3e werkpakket gaat over het creëren van een gemeenschapspolitie waarbij het vertrouwen tussen gemeenschappen van mensen met een migratieachtergrond en de politie verbeterd wordt om racistische vooroordelen, vreemdelingenhaat en onverdraagzaamheid te verminderen.

Racism and Antiracism in professional football in Belgium

by *Marco Martiniello (CEDEM-Liège University)*

Racism in professional football, as indeed in society, goes far beyond hate speech, insults, chants and attacks on African players or players of African descent. It includes three other dimensions that are more rarely mentioned in the debates about racism in football: persistent racial stereotypes, racist ideologies and finally, a more structural and institutional racism that causes manifold discriminations in the field of sport. Therefore, the fight against this phenomenon must be broken down into four levels and not be content with the usual symbolic communication campaigns (Respect, No to Racism, etc.). In this presentation, I will examine both the various and the difficulties to develop efficient antiracist strategies in professional football in Belgium.

Session A: Creation in displacement: navigating and (re)creating spaces of artistic practices beyond identity categorization

b*y Ophélie Mercier (Ghent University), Rana Yazaji (Zurich University of Arts), Mahmoud Elhaddad (Ciea Act Two), An Vandermeulen (Globe Aroma)*

Understanding resettlement, particularly forced displacement of artists and cultural agents, more specifically from the Global South to the Global North (a simplistic, two sided perception of the world) contributes to a social and political comprehension of multilayered practices and theoretical frameworks : structural racism and inclusivity, transnationality and intersectionality, vulnerability and power structures and cultural margins, privilege, race and (post)colonialism. Artistic careers and practices highly depend on social networks and spaces/institutions of recognition. Artists who (re)settle in a new context face a complete disturbance in their practices as these networks require to be re-constructed. The aesthetics might vary and more importantly, the institutions that contribute to recognizing someone as an artist might be unknown in the new context, creating a downscaling situation and forcing the artists to (re)build this positionality. This dialogue session will engage in discussing how artists navigate these

situations or (re)settlement and transfer this recognition into new artistic milieux. Facilitating this transitional period is precisely what the Brussels-based organization Globe Aroma aims to do. It defines itself as a place of work and artistic encounters that offers space, time and a network to artists and co-creators with a migration background. Globe Aroma supports people who, due to their precarious citizenship status, often face specific difficulties in accessing the artistic sector and developing artistic practices. In partnership with the local and international sectors of culture, education and migration, Globe Aroma builds a space in which a community can create, discover and share art with a wider audience. This work provides a space that tends to move beyond pre-conceived ideas on different aesthetics or engaging with artists beyond the reasons for mobility and experiences in their country of departure, and building important connections for the artists in order to cross several social boundaries. In parallel, it somehow also contributes to keeping artists into a category of 'artists with a migration background'. Challenging this process of categorisation is partly what the director, performer and dancer Mahmoud ElHaddad engages with in his new show 'Self-Entitlement'. Combining, song, dance, and humour, his new performance is the personal piece of an artist in exile, torn between two cultures. Mahmoud El Haddad tries to understand and accept what is involved in the transition between an

old society in which he never felt integrated and a new society which identifies him and expects him to act according to his original society, assigning him to a box based on prejudice and preconceived ideas.In this context, Rana Yazaji, through her experience as a cultural manager and researcher will reflect on the problematic notion of "good intentions" proposing the need for dismantling and rethinking structural inequalities and injustice which starts from the very people that uphold the active structures. She will focus on the urgency of shortcomings of the existing system, interrogating privileges and acknowledging the systemic injustice and power imbalance, complex dynamics between funding opportunities and the spaces for creativity beyond assignation to specific identities and/or categories. Her experiences will also provide insights on how collective initiatives and artists-run organisations have been reflecting on the accessibility of the European artistic fields by artists who recently arrived. This dialogue session will be moderated by Ophélie Mercier who is a doctoral researcher at Gent University. Her research focuses on the life trajectories of Egyptian artists who reside in Berlin and Paris. More specifically, she questions how the (re)settlement in a new context influences the artistic practices, the interpersonal networks and professional and activist activities.

Session B: Teaching controversial issues empathically in Flanders: teachers' strategies and difficulties

by Marloes Hagenaars (Ghent University), Liesbet Carlier (Eekhout Academy), Anaïs Maes (Koninklijk Atheneum Etterbeek), Arne Carpentier (School zonder Racisme), Naïma Lafrarchi (Ghent University)

In educational contexts, much debate exists on the role of teachers in discussing controversial issues. Harwood and Hahn (1990) described controversial issues as a 'reflective dialogue among students, or between students and teachers about an issue on which there is disagreement' (Harwood & Hahn, 1990). Previous studies have shown that discussing controversial issues in the classroom can promote students' democratic values (Hess, 2009; Misco, 2012) and increase their political knowledge, sense of citizenship and tolerance for minorities (Bekerman & Cohen, 2017; Lin et al., 2016). Additionally, pupils' (historical) empathy can be stimulated and strengthened when discussing controversial issues (Bartelds, et al 2020). However, it is the teacher who decides whether these discussions enter in the classroom and are perceived as valuable. Moreover teachers' beliefs play a significant role on how and what they decide to teach. Several studies have shown that teachers struggle to discuss controversial issues and often choose to avoid talking about them (King, 2009; Pollak et al., 2018). Issues that

are generally described as such are the theory of evolution (Hanley et al., 2014; Reiss, 2019), homophobia, racism/discrimination (Woolley, 2010), ritual circumcision (Von Der Lippe, 2019), the celebration of both majority and minority holidays (Puskás & Andersson, 2017), the Israeli-Palestinian conflict (Goldberg, 2013; Gindi & Erlich, 2018; Pollak et al., 2018), transatlantic trade/slavery (Savenije et al, 2014; Klein, 2017), gender/sexuality (Richard, 2015; Erden, 2020; Bengtsson & Bolander, 2020), and religion (Flensner, 2020; Savenije et al, 2022). The common ground of these studies is the emotional reaction/affective component – for the teacher and the pupils - that these controversial and sensitive issues entail (Brauch et al, 2019). However, little is known about how teachers might vary in their willingness to start discussions on controversial issues according to the type of issue that is being addressed. To address these gaps in the literature we will explore the following research questions: 1) how do Flemish teachers respond to controversial issues in the classroom?, 2) how do Flemish teachers vary in their responses according to the type of controversial issue that is discussed and 3) what explains these variations in their approaches. We will explore the teaching practices of Flemish teachers in secondary education and focus on situations in which controversial or sensitive topics are discussed or promptly pop-up during the lessons.

We conducted interviews with teachers (N=98) and class observations (N=50). Our results indicate that teachers adopt several strategies to respond to controversial issues. We observe three sort of teachers' practice: 1) avoiding discussions, 2) denying the controversial issue or problem and 3) organising open debates to discuss the controversial issue. Furthermore, teachers vary in their 'pedagogical' practices according to the type of issue addressed. When teachers discuss gender, the celebration of religious holidays, theory of evolution they have a high sense of self-efficacy but when they discussed topics related for example to religion, ethnic discrimination or slavery they struggled, especially in super divers classrooms.

Session C: Reflections on research, advocacy and social work with undocumented families

by Elsemieke van Osch (KU Leuven & Ghent University), Laetitia Van der Vennet (PICUM), Maaike Vanderbruggen (JRS Belgium)

This dialogue session will reflect on migration law and practice towards undocumented families, and their experiences of in/exclusion, in both Belgium and other EU countries. The speakers will pay attention to the *specifics* of living undocumented *as a family*, in terms of social inclusion, access to rights and legal status, and psychosocial aspects of discrimination/exclusion.

Based on a recent pilot project, Maaike Vanderbruggen (Jesuit Refugee Service Belgium) will reflect on the methodology of "case management" as an alternative to detention for undocumented families. She will provide insight in her daily work with families living undocumented in Belgium and the legal, political challenges of working on this topic.

Laetitia Van der Vennet (Platform for International Cooperation on Undocumented Migrants – PICUM) will discuss her research and advocacy work on children accompanied by family members in a broader European context, providing examples of law and practices towards undocumented families, as well as experiences of children.

Elsemieke van Osch (KU Leuven, Ghent University) will discuss aspects of previous ethnographic research with undocumented families, as well as her current PhD research for which she engages with families throughout their asylum procedures and in the period thereafter. She will describe the contradictory processes of in/exclusion that families are confronted with both in interaction with state actors, as well as in their daily lives. Also, she will focus on the role played by family norms in processes of exclusion (often in intersection with gender, race, religion, etc.).

Session D (Symposium): Intersectional and socioecological approaches to refugee students' discrimination experiences

dr. Zehra Çolak (Odisee University College)

Mental health interventions and inclusion in schools for refugee youth? A critical review

by Nikolett Szelei (KU Leuven)

Mental health interventions are increasingly implemented in schools in order to respond to the wellbeing needs of children. In particular, refugee youths have become a focal point of wellbeing concerns, and schools seen as 'ideal places' for supporting them (e.g. Fazel, Garcia & Stein, 2016). However, mental health interventions specifically targeting refugees in schools are not neutral for refugee students' social representation and inclusion. Controversies around effectively providing psychosocial support yet further victimising, pathologising, racialising and othering migrant, refugee and minority youths have been highlighted (Alvarez, 2020; Hutchinson & Dorsett, 2012; RefugeesWellSchool, 2021). Consequently, mental health interventions are now advised to set social justice, social inclusion and participatory research methodologies as their core principles (O 'Toole, 2022; Crooks et al., 2021; Kia-Keating & Juang, 2022). While these concerns address the misrepresentation of refugee students, they reveal less about

what school-based mental health interventions mean for broader educational processes in schools, such as inclusive school development. Therefore, by conducting a critical review (Mitchell, 2013) on previous school-based interventions with refugee youth, this study explores what 'majoritarian stories' school-based mental health interventions build about refugee students, wellbeing and relationships among all actors of the school community from the perspective of inclusive school development. Preliminary analysis will identify and discuss how school-based mental health interventions for refugee students contribute to processes of inclusion and/or exclusion on a school level. Recommendations will be given to foster wellbeing as an inclusive school project, and school-based mental health interventions to be repositioned as a mechanism of this mission.

Educational resilience of unaccompanied refugee youth in Greece: a socio-ecological mixed methods study

by Yousef Khalifa Aleghfeli (University of Oxford)

Objectives: This paper comes from a fieldwork study currently in progress to explore and analyse the educational resilience of unaccompanied refugee youth in Greece. The study does that by asking the question: How do unaccompanied refugee youth in Greece negotiate situations of risk to

achieve educational resilience? Using a socio-ecological framework, the study aims to uncover individual factors, home factors, school factors, and community factors that enable (resilience factors) or hinder (risk factors) the educational outcomes or trajectories of the youth.Methods: The main participants of this study are: 1) Semi-structured interviews conducted with unaccompanied refugee youth (aged 16-23) who arrived in Greece seeking asylum as minors and have been separated from their parents or carers; and 2) focus groups with education stakeholders (e.g. teachers, social workers, NGO staff, etc...) who have experience in educational provision for unaccompanied refugee youth in Greece. Thematic content analysis will be conducted on the qualitative data using a three-step procedure of open, axial and selective coding to identify resilience and risk factors of educational success and determine resilience-building processes for unaccompanied refugee youth in Greece. Qualitative data analysis shall be done on NVivo.Findings: Initial findings highlight how forms of racism, discrimination, bullying, and harassment act as major barriers to unaccompanied youth's ability to pursue a positive educational trajectory. Moreover, positive roles and caregiving practices by the adults supporting unaccompanied youth (e.g. teachers, social workers, others) inspire youth to develop and remain committed to future educational goals

and overcome adversities related to racism and discrimination. Findings from this study shall have implications in informing school-based and community-based interventions that aim to enhance the educational outcomes of unaccompanied refugee youth in Greece.

The ecology of language education programs for newly arrived migrant students in monolingual school settings: Protective and risk factors in Istanbul and Hamburg

by Abdullah Atmacasoy (Middle East Technical University & University of Hamburg)

Germany and Turkey have been among the major destinations for forcibly displaced people in recent years. These two contexts present gripping cases regarding the inclusion of newly arrived migrant students into mainstream classrooms. The organization of the educational opportunities for refugee students has occurred as a new phenomenon in Turkey, on which the local, national, and supranational actors cooperate by enhancing the capacity of the Turkish education system, whereas the refugee students are included in the existing systems which have been in practice for decades for newly arrived migrant students in Germany (Atmacasoy, Akar & Gogolin, forthcoming).This talk elaborates on the models of language education programs in both contexts and discusses their ecology with protective and risk factors for

newly arrived migrant students. The qualitative data draw on the findings of multiple case studies in Istanbul and Hamburg with a synthesis of a) policy documents, b) classroom observation in language programs, and c) semi-structured interviews with purposefully selected students, parents, teachers, school administrators, and key informants. Based on Bronfenbrenner's ecological systems theory (Bronfenbrenner, 1974, 1976), some instances of the coping strategies of students and teachers in language learning programs are presented. Against this backdrop, the macro educational policies are portrayed to reveal the institutional structures that buffer against or lead to discrimination in the centralized education system in Turkey vs. the decentralized one in Germany.

Empowering refugee students through support initiatives in higher education: Welcome Refugee-Students

by Khaola Al Rifai (VUB)

Access to higher education is a fundamental human right; however, for many refugees, this remains an aspiration. According to the UNHCR report Education 2030: A Strategy for Refugee Education " in 2018, only 3% of refugees were enrolled in tertiary education globally compared to 37% of non-refugee students." This discrepancy in accessing higher education is often linked to the complexity of students' journeys and

the situation in the hosting country. However, challenges that students from migration backgrounds face while trying to start or during their studies are multi-layered as they are shaped by post-migration experiences, socio-economic status, language skills, gender, family, and housing situation. Moreover, refugee students often find themselves at the intersections of structural disadvantages and discrimination. Since education plays a vital role in the inclusion process of refugees, higher education institutions should take the necessary actions that are needed at all organizational levels to establish sustainable programmes to provide refuges with guidance at every step to improve admission and studying conditions for refugee students from the first enrolment all the way to the end of studies. Since 2016, the Vrije Universiteit Brussel (VUB) has set up several initiatives to facilitate access to higher education for refugees and provide them with the necessary guidance and support. In my presentation, the following topics will be highlighted:

- Challenges facing refugee students before and after accessing higher education

- Support structures to enhance the inclusion of refugee students at university

- Empowerment and solidarity as opposed to discrimination

Educational aspirations and their struggles: a study on Afghan refugees' higher education trajectories in Iran

by Mitra Ghaffarian Asl (Ghent University)

This research studies the aspirations to follow higher education amongst second-generation Afghan refugees in Iran and the challenges they experience herein. We confront a historical analysis of the Iranian educational policies over the past 20 years with refugees' experiences. For the latter aspect, 105 Afghans born and raised in Iran (with refugee status) who were university students at Iranian universities between 2000 to 2020 were interviewed to learn about their educational trajectories and the impact of particular changes in policy.Our findings showed policy changes such as minimum requirements for refugees for university enrolment, imposing refugee-specific tuition fees, compulsion to change status to migrant and return to Afghanistan to get a student visa, which evolved during the last decades, affected the education pathways of Afghans in Iran. Our finding also showed high educational aspirations among the Afghan community, despite the many obstacles installed by Iranian policies regarding their access to higher education and the difficult education-to-work transition for graduate refugees. Participants perceived higher education as the primary tool to overcome the social inequalities, including poverty and exclusion, they are confronted with, either to continue to live in Iran or in case of a possible return to Afghanistan or an onward movement to a third country. Looking at education from both the educational policy and refugees' perspectives is necessary to formulate further policy recommendations in a context of protracted displacement and given the current new influx of refugees from Afghanistan to Iran.

Tuesday 20/09

9.00 Keynote

On the wounds of racism and the importance of resilience

by Naima Charkaoui (11.11.11)

Racism certainly is a major social and political problem, but we often don't realize sufficiently that it is also a personal problem. In this lecture - based on her book 'Racism: About Wounds and Resilience' (in Dutch, also translated to French) - Naima Charkaoui explains how racism damages the health and development of people affected by it, with a focus on children. She puts forward tools to strengthen the resilience and resistance of the victims. These tools can be used by people who are themselves victims of racism, as well as by those around them (parents, friends, etc.) and professionals.

11.30 Dialogue sessions & symposia

Session A (Dialogue session): Diversity SCreening in educatiOn (DISCO): Education for all in Action

by Benjamin Ponet (Ghent University), prof. dr. Wendelien Vantieghem (Ghent University), Koen Mattheeuws (Centre of Diversity and Learning)

As contemporary societies are perceived as being inherently diverse, educational contexts too are described as diverse. Therefore, teachers at all levels of education are challenged to address the diversity present in their classrooms. Moreover, in line with the human rights agenda, international educational policy has increasingly focused on the realisation of inclusive education, asking teachers to address this diversity in a non-discriminatory and positive way. Currently, inclusive education is conceptualised as a call to transform educational systems at large to reach all students regardless of their background. To implement inclusive education, teachers are expected to develop a set of competences. Consequently, teacher education programmes around the world, as well as many in-service professional development initiatives, aim to foster such competences. However, numerous teachers report they still feel underprepared or uncertain regarding issues of diversity and inclusion. In this respect, the research literature has mainly focused on the competences of

compulsory school teachers for inclusive education (i.e., creating quality classrooms for diverse learners). Here, we noticed that a valid instrument to measure teachers' competences for inclusive education was rarely used. As such, we found it likely that the development of a proper measurement instrument could help both research and practice move forward in fostering teachers' competences for inclusive education. In this CESSMIR Dialogue, we will first present DISCO, DIversity SCreening in educatiOn, as our own answer to a valid instrument to measure teachers' competences for inclusive education. It was developed by the research team of the Centre for Diversity & Learning (Ghent University). Explorative and confirmatory factor analyses with 975 pre-service teachers and 600 in-service teachers were used. Central to teachers' inclusive teaching is both beliefs and efficacy. Results show that beliefs consist of four factors on student diversity, specifically ethnicity, disability, SES, and gender, as well as three factors on the responsibility of the educational field to create inclusion: general school policy, initiatives geared specifically towards ethnic minority students and towards students with a disability. Furthermore, the results show five factors related to self-efficacy: noticing student diversity, enabling high-quality student-interactions, creating stimulating learning environments, collaborating with colleagues and diverse parents. Since the development of DISCO, the instrument has been used in multiple school and teacher education contexts. More in particular, in-service coaches associated with the Centre for Diversity and Learning are using DISCO on a daily basis as a reflection tool and starting point for further professionalisation with compulsory education school teams. In the second part of this Dialogue, one of the coaches will elaborate on how DISCO is used at the moment and how it is received by teachers and schools in the field. Over the years various reactions from practitioners were collected, revealing the strengths and pitfalls of DISCO and the adjacent professionalisation that is offered.In the final part, we discuss the latest spin-off of the DISCO-project. In collaboration with the Department of Educational Studies (Ghent University) we are developing a new measurement instrument for teacher educators. The literature suggests that teacher educators have a unique profession (i.e., teaching future teachers), requiring them to engage in more specific practices when they address issues of diversity. As such, a translated and adapted version of DISCO was created, which was already piloted at a teacher college. We will take a quick glance at the instrument and the reactions of the teacher educators who took part in the pilot project.

Session B (Symposium): Discriminatory practices within the governance of mobility

Prof. dr. Ine Lietaert (Ghent University, Belgium)

Governing the mobility of Gambian youths and returnees and the politics of voice

by Rossella Marino (Ghent University, Belgium; UNU-CRIS)

Rossella Marino will be providing insights into the mechanisms preventing the mobility of Gambian youths and returnees. Several projects of migration management have been implemented in the country since its shift to a democratic regime in 2017. They have been performed by international organisations such as IOM, local civil-society organisations as well as returnee groups. The joining of international and local forces in the management of migration is justified by local actors' interest in the development of The Gambia, to be achieved by the youths that would normally embark on the irregular-migration journey commonly known as the 'backway'. Among the projects aiming to undermine the backway, the awareness-raising and sensitisation on the dangers of irregular migration carried out by returnees and sponsored by international organisations such as IOM is one of the most prominent. The strategy used in such sensitisation is that of silencing the struggles faced by returnees' during their reintegration and the political responsibility of Western countries in the perpetration of mobility injustice towards the populations of the South.

The disciplining of mobility within municipal migration and integration policies

by Tancrède Pagès (Ghent University, Belgium; UNU-CRIS)

Tancrède Pagès will be exploring the impact of municipal migration and 'integration' policies in the Iles-de-France region, i.e., the Parisian metropolitan area. Though long-term migration 'management' policy is commonly articulated at the state level, municipalities are commonly delegated the responsibility of implementing national policy with varying degrees of discretion. As the 'face of the state', municipalities can have immediate impacts on the everyday lives of migrants notably in terms of access to social, housing, education, and health services. Oftentimes, access to these municipal services is invariably tied to one's mobility. These can range from obligatory daily registrations at the prefecture (police station) - along with the provision of biometric data – to compliance with predetermined curfews in social housing accommodations. The common thread in these various requirements for access to municipal services is the disciplining of mobility at the local level wherein one's 'integration' is regimented by periodic demonstration of 'deservedness'.

Drivers and consequences of immobility: insights from Western African countries

by Alix Debray (Ghent University, Belgium; UNU-CRIS)

Alix Debray will be presenting preliminary results on immobility and its development implications. While there is a strong interest from both policy and academic communities in understanding drivers and consequences of migration, immobility forces and outcomes are much less understood. Through a mixed-method analysis, the study of voluntary and involuntary immobility sheds light on staying preferences and retain factors both globally and in the particular context of Western African countries like Senegal. These results are expected to impact migration and integration policies both in receiving and origin countries.

Making ethnic discrimination visible to judges: The case of an experiment at the North Macedonian borders

by Emma Várnagy & Jill Alpes (Ghent University, Belgium; UNU-CRIS)

Emma Várnagy and Jill Alpes will be present on litigation against the discrimination of Roma at the North Macedonian border. Discriminatory practices at this border illustrate how migration control efforts can lead to access barriers for family visits and holidays. The paper adds to the panel an explicit discussion of what can be done about ethnic discrimination in existing migration governance structures. While discriminatory practices for Roma have been widely reported on, there are often insurmountable evidentiary challenges at the European Court of Human Rights. Human rights tend to individualize harm, yet discrimination occurs at a structural level. How then can litigators and civil society actors produce evidence on discriminatory practices and seek justice? We will answer this question through an analysis of an experiment by civil society organizations in the Balkans, called situation-testing. We will examine in turn why this situation-testing exercise was necessary, what it consists of and how domestic judges have assessed the evidence in Court so far, including in comparison to state-produced evidence on its own border practices. Based on the analysis, we argue that justice efforts require translation efforts by local and national actors. The situation testing exercise is a promising innovation to make racial and ethnic discrimination visible in court in certain situations. However, there are limitations to its use for example when it comes to other grounds of discrimination, or biased treatment of Roma when it occurs in other situations.

Session C (Dialogue Session): Gaps and Needs to Address Discrimination that Features in Climate and Disaster Risk Assessment, Climate and Disaster Management Services and Policies

by Nidhi Nagabathla (UNU CRIS), Sanae Okamoto (UNU MERIT), Ilse Ruyssen (Ghent University), Tibo Uyttersprot (Ghent University), Stéphane Lako (Water For Live, Cameroon and Water Youth Network), Jennifer Uchendu (Sustyvibes, Nigeria)

The discourse on interlinkages between racial injustice and the environment and climate justice has gained a central stage in sustainability discussion at various levels subnational to supranational, multilateral to diplomatic. The emerging scholarship underlines gaps and needs and a 'call for action' to focus on addressing systemic inequities in addressing impacts of climate crises. Boosting efforts to ensure food, water, energy and health security in tandem with building climate resilience is a challenging task for many states and communities with limited human, technological and financial capacities to channel desired transformative change. The UNU Climate Resilience Initiative is an example of collective effort to facilitate the exchange between global North and global South on multifaceted aspects including ensuring community response mechanisms are inclusive and challenging the legacy of neglect and bias based on socioeconomic levels. Of particular interest to our team is an analysis of, the disproportionate impacts of climate change and existing inequalities in reckoning and addressing mental health. We like to open discussion on attitudes towards climate change, especially climate/eco-anxiety is increasingly noted in young populations worldwide. How lack of proper communication (community level to national to global) and limited focus on consultative process in planning climate services has negatively affected the way of life, identity, social norms, and cultural spaces in the daily lives of people and population worldwide.

Session D (Symposium) In/exclusion and participatory art projects with newcomers

Art therapy group sessions with asylum seekers to foster self-expression and build resilience

by Natacha Pirotte (The Red Pencil)

Forced migration to Europe spurred by persecution, conflict, humanitariancrises, and human rights violations is not a new phenomenon. People oftenrisk their lives undertaking dangerous and unsafe journeys. These migrantshave more serious psychological and psychosocial effects than the rest of thepopulation. This is due to events and conditions in their place of origin, tothe migratory journey itself, and to having to quickly adapt to newcircumstances under extreme stress levels. The COVID-19 pandemic hasexacerbated the challenges faced by migrant, adding another layer of stressand difficulty to the already fraught circumstance.The cultural and language barrier means that few asylum seekers make use of thepsycho-social support available in the reception centers, which is also limited. It isnecessary to offer a space where these people can express their experiences andemotions, find relief and build their resilience.The Red Pencil has been collaborating with Fedasil in Belgium since 2017 andwith The Red Cross in Spain, Malaga, since 2019, and conducted more than 60 arttherapy groups for approximately 500 asylum seekers (children, UAMs and adults).The main objectives of these activities are to provide a space for self-expressionand resilience. The Red Pencil methodology includes monitoring and evaluation.The results, challenges and lessons learned during this journey will be described.

Co-creating safe spaces: listening to refugee and asylum-seeking parents and exploring ways to involve them in their children's art therapy processes

by Nehama Grenimann (Brunel University London)

Many refugee and asylum-seeking families have endured stressful, painful, and traumatic experiences pre-, during and post-migration. This may affect the children's abilities to adjust to their new host country environments and influence, among others, their feelings of safety and trust within their new (developing and constantly changing) communities. Although unaccompanied and separated asylum-seeking children are especially vulnerable to such difficulties, the majority of asylum-seeking children arrive in Europe with at least one parent or adult guardian. Within the context of arttherapy and arts-based psychosocial support services for these children, it is often difficult for practitioners to communicate with their parents. Therefore, the parents' needs and thoughts about psychosocial interventions for their children are often overlooked, making it difficult to engage them in their children's art

therapy processes. Despite the many structural, language and cultural barriers, the importance of involving parents in their children's therapeutic processes is critical to creating positive change in the child's life. Displaced parents' perspectives about their children's adjustment and healing processes are also necessary when trying to develop art therapy approaches that are culturally humble and carefully attuned to the specific needs and contexts of each child's family. Using preliminary literature review findings, this presentation will look at various ways in which art therapists involve refugee and asylum-seeking parents in their activities. The presenter will also combine vignettes from over seven years of working as an art therapist with children and parents with migration, forced displacement, and asylum-seeking backgrounds in schools and shelters in Berlin, Germany.

Using arts-based research to co - produce knowledge with refugee children about their educational needs

by Ephrat Huss (Ben-Gurion University)

Immigrant children experience extremely high context childhoods that challenge our existing knowledge, while at the same time most strongly needing educational and psychosocial services adjusted to their specific needs. They thus need to be partners in creating and evaluating these educational services: Phenomenological arts-based methods help to capture children's self-defined experiences of the educational and psychosocial services provided for them. This can inform educators, social practitioners and policy makers, helping to adjust these frameworks to the children's needs. The methodology included 150 images of all of the children and staff, concerning what is good and what is bad about this school, drawn and then explained to the rest of the class (see theoretical explanation above). All of the data, both visual and verbal, was analysed thematically using phenomenological methods. Results include three central themes

1) the physical elements of the school.

2) the relational elements of the school.

3) the curriculum elements of the school.

Each of these themes divided into challenges and strengths. The arts based research enabled to understand stressors and coping as interactive processes that occur within a specific social context: Central themes as well as concrete recommendations for psychoeducational models will be described.

Changing surroundings and gender: an arts-based inquiry into gendered experiences of migration

by Sofie Vindevogel (HoGent University of Applied Sciences and Arts)

Gender influences migration patterns, experiences and expectations. Gender-specific needs and assets may arise in the process of displacement and resettlement, urging these contexts to create space for negotiating and practicing gender. Changing surroundings also challenge migrants to revisit and often reshape their gender identities, roles and relations, in accordance with or contending against the cultural and contextual ideals. This can have a major impact on the perception of identity, the feeling of belonging and the future orientation of newcomers. Digital storytelling methodology guided the inquiry at the intersection of context and gender in the face of migration. Digital storytelling is a method for storytelling using digital media, facilitating the telling and sharing of personal narratives. Digital storytelling was employed to gain insight in newcomers' lived experiences with gender and their perspectives on how they can be supported in a gendered-sensitive way during this transition in their lives. With guidance of an academic researcher and a co-researcher with lived experiences of forced migration, groups of men and women met on a regular basis to exchange their lived experiences on this topic and to co-create digital stories. In this presentation, experiences with digital storytelling are shared and its merits and challenges in the context of forced migration are discussed. By doing so, it envisions to contribute to a critical dialogue regarding voice and valorisation of the voices of those with lived experiences of forced migration in practice, academia and policy.

Session A: Discrimination in education and health care

Students' attitudes towards university lecturers' language use and ethnicity: A contextualized speaker evaluation experiment

by Sarah Van Hoof & Chloé Lybaert (Ghent University)

This paper reports on a contextualised speaker evaluation experiment exploring the effects of language variety (Standard vs. Colloquial Dutch), ethnic identity (Flemish vs. Maghrebi) and wearing a headscarf on students' evaluations of a female university lecturer in Flanders. In a 2x3 between-subjects design, 311 respondents evaluated 6 conditions on several attitude measures. In the conditions, audio of a lecture in Standard (SD) or colloquial Dutch (CD) (recorded by the same speaker) was combined with a picture of the same woman with or without a headscarf and with a Flemish or Moroccan name. A MANCOVA revealed that the lecturer was evaluated differently depending on her language use and the ethnic identity ascribed to her. We found no significant effects of condition for 'Social attractiveness' and 'Authority', and a small effect for 'Professionalism', where only the SD-speaking lecturer with hijab stood out as significantly more professional. We found large effects for 'Physical attractiveness', 'Standardness' and 'Comprehensibility'. The Flemish

identity was perceived as physically more attractive than the Maghrebi ones, especially the one with hijab. On 'Standardness', SD always scored higher than CD, and the SD-speaking Maghrebi lecturer with hijab stood out positively. For 'Comprehensibility' too, SD generally performed better than CD.We thus observed no general downgrading of the ethnic minority identity and the headscarf, contrary to what the evidence on ethnic discrimination in Flanders (Baert, 2018) led us to expect. Although a social desirability bias may have been at play, this alone cannot account for the fact that only the SD-speaking veiled identity stood out positively on 'Professionalism'. In line with Language Expectancy Theory (Burgoon et al. 2002), these findings can be interpreted as the result of a positive breach of participants' expectations, who may not have expected a veiled Maghrebi instructor to be able to communicate fluently in SD.

Participation in Extracurricular Leisure Activities Among Primary School Pupils: Effects of Ethnic-cultural Background, Gender and School Diversity

by Barbara Valcke (Ghent University)

Participation in sports and other leisure activities can be an effective tool to enhance feelings of societal belongingness and inclusion among minority group members. Through a survey administered to N = 8,444

pupils, the present study compared minority pupils' (Middle Eastern and Eastern European youth) and majority pupils' involvement in a broad array of sport activities, other (non-sports) extracurricular leisure activities, and youth organizations. Corroborating previous research, our study revealed lower participation rates for minority (compared to majority) pupils for all categories of leisure activities under study. For sport activities, this gap was particularly pronounced for female (compared to male) pupils. Furthermore, school diversity had an invariable negative effect on participation rates in all activity categories. A noteworthy finding was that the difference in participation between majority and ethnic-cultural minority groups were sports dependent. We also obtained definite differences in participation rates between the Middle Eastern and Eastern European groups.

Institutional Racism between Medical Education and Medical Practice in Germany

by Hans Vogt (Deutsches Zentrum für Integrations- und Migrations Forschung)

Questions about the health consequences of racism or the access to and quality of care for racial-ized patients have been the object of previous research (especially in the US and UK). The positions and experiences of racialized medical students and physicians, who operate in a field of tension between natural sciences, practical application and health outcomes and between social capital (e.g. "medical habitus") and discrimination and marginality, have hardly been examined to date. The education of (future) physicians is an especially fruitful research area in the context of institutional racism in the health care system, as informal everyday experiences come together with for-mal knowledge and normative learning. Based on expert consultations and preliminary interviews with civic stakeholders, teaching and learning materials in German medical studies were randomly sampled and used as a starting point for qualitative guided interviews with physicians and medical students in Germany who are themselves affected by racism. The results of the analysis of these interviews will be reflected upon and further developed in one or more focus group discussions with the interviewees. The study is particularly concerned with the question of where "institution" is located and how certain dimensions of racism are combined in it. This is concretized in different levels of (expert) knowledge, in the relationship between formal and informal medical curriculum as well as in the interweaving of everyday practices/experiences and teaching materials. Theoretical references can be found in medical curriculum research (formal vs. hidden curriculum); in postcolonial research with a view to social mobility in

academia and the exclusionary racialization of certain groups; in historical discussions of the postcolonial role of Western biomedicine; or in anti-racist research, which deals with the role of institutional knowledge production.

A Challenge of Diversity in Healthcare: On the Possibility and Necessity of Providing "Concordant Care" to Patients to Improve Quality of Care

by Naoual El Yattouti (University of Antwerp)

Today's society is diverse, and this presents challenges in different areas of social life, including healthcare. For example, groups with a migration background have their own language and cultural and religious traditions that can affect the care they wish to receive and their choice of healthcare provider. To describe the situation in which the caregiver and the patient share certain personal characteristics, one can simply use the term "concordant care", which can refer to religious concordance, ethnic or racial concordance, linguistic concordance, sex or gender concordance, or sexual orientation concordance. Multiple studies show how concordance between the healthcare provider and patient may have a positive influence on the quality of care in different ways, for instance resulting in better communication, longer doctor's visits, and greater patient satisfaction. The patient's right to free choice of

healthcare provider is extremely important in this regard, especially considering that healthcare is based on trust and cooperation between provider and patient. However, in some situations this right may appear to conflict with the right to equal treatment of the healthcare provider. Consider the situation where a white patient refuses to be treated by a black healthcare provider. The question arises in what circumstances the patient's requests for concordant care should be met, and in what circumstances they should be ignored. In Belgium, the Constitutional Court has in 2009 issued a crucial ruling setting out what requests are legally acceptable under non-discrimination law. However, this ruling can, and in my view should, be severely criticized. In this presentation the issue of patient requests will be introduced, with a focus on the advantages of concordant care and the disadvantages to validating any request.

Transcultural competencies of professionals working with migrant children

by Maike Garbade (Ulm University), Cedric Sachser (Ulm University), Elisa Pfeiffer (Ulm University)

Background: Children and adolescents with a migration background often face discrimination and racism in German welfare and health systems. When working with this vulnerable group, professionals are often faced with challenges due to cultural discrepancies and reported experiences of racism and discrimination. Transcultural competencies of professionals in the health care and child welfare system are therefore one solution to better meet the needs of children and adolescents with a migration background. The aim of the study is to get further insights in the transcultural work of professionals with the following research questions: How are the transcultural competencies pronounced in this population? What challenges do they perceive in their work and what kind of further training is needed to support them appropriately? Method: A sample of N=232 pedagogical and health care professionals completed an online survey. Transcultural competencies and further training needs were assessed and challenges in their work were reported by a mixed-method approach. Results: Overall, our results demonstrate high self-reported transcultural competencies in this population, with significantly higher transcultural competencies in professionals who had already attended transcultural trainings. Language barriers, the work with parents and the experiences of discrimination of the youth were most frequently mentioned challenges. There was a great demand for further trainings on specific topics, such as "discrimination & racism" in view of their respective work environment. Discussion and Conclusion: Transcultural competencies might significantly enhance the professional's skill set in order to recognize the experiences of discrimination and racism of children and adolescents and to provide adequate care for them. Thus, transcultural trainings are one opportunity to increase participation of this vulnerable population.

Psychosocial care provided to immigrants and refugees in southern Brazil

by Gustavo da Silva Machado (Federal University of Santa Catarina), Ramon Andrade, (Universidade do Vale do Itajaí), Lucienne Martins Borges (Université Laval)

The development and maintenance of public policies in contemporary Brazil are incredibly challenging. Even though Brazil has recently adopted a new immigration law, with the rise of the political ultraliberal right in recent years, services to the population that aim to guarantee rights are precarious, especially for people in situations of extreme social vulnerability. This is the case for immigrants and refugees. This condition of psychosocial vulnerability shows the need to implement appropriate psychosocial practices. This abstract aims to present a psychosocial perspective on refugees' suffering in the south of Brazil, using an intersectional approach from work in a centre for immigrants and refugees (CRAI/SC).

Given the history of slavery and colonization, the reception of immigrants depends on their race and birthplace. The region of Santa Catarina, for example, has a significant record of European migration due to a "population whitening" project in the XIX and XX centuries, producing a heroic narrative on white immigrants. Thus, non-white immigrants receive the symbolic weight of the "unwanted"

– the colonial legacy of slavery. It is possible to perceive this matter with the recent migration of Haitians to the region, who suffer recurrent racially motivated attacks, are constantly oppressed by the police, and have difficulty entering the labour market and accessing public services.

CRAI/SC started its activities in February 2018 with a multi-professional team aiming at the inclusion of immigrants and their specific needs, offering devices for psychic elaboration and repair while minimizing rights violations through an intersectional and anti-racist approach.

Broadening the Study Scope of Equity in Health Care: An Integrative Framework of Intercultural Effectiveness

By Stijn Schelfhout (Ghent University) and Eva Derous (Ghent University)

Background

In 2014, Leung and colleagues summarized the literature on intercultural behavior into an integrative framework. This framework hypothesizes that intercultural competence predicts the effectiveness with which individuals respond to intercultural situations. To this date, literature still demands empirical verification of this framework, providing a broader scope towards addressing and remedying intercultural problems. For instance,

equity in health care is threatened by negative outcomes as people from different races or nationality can receive suboptimal treatment, resulting in less favorable therapy outcomes. An empirically verified framework can facilitate training programs and practical interventions to counter such threats.

Method

The present study introduces a first empirical validation of this full framework. Future health care practitioners (N = 842) were questioned on intercultural competence (i.e., traits, world views and capabilities) and intercultural effectiveness (i.e., self-efficacy). Structural equation modeling tested the full model and the hypothesized relations between the components.

Results

Our data had a good fit with the theoretical framework, while providing evidence for all hypothesized relations. (a) Traits predicted world views and capabilities, (b) world views predicted capabilities and (c) capabilities predicted self-efficacy. At a sub-dimensional level, the motivation and cognition capability nodes were responsible for the direct effect of intercultural competence on effectiveness.

Conclusion

Intercultural capabilities remain the major gateway towards more effective intercultural behavior. Especially the motivation and cognition capability nodes seem to have a key position in the framework, making motivation and cognition an excellent target for training and practical interventions, ultimately supporting greater intercultural effectiveness and more equity in health care.

Beyond migrant penalty: how marginalisation between ethnicities in the labour market is revealed across developed economies

by Juhyun Lee (University of Milan)

The massive influx of migrants poses issues for host society integration, but greater differentiation in the degree of marginalisation between ethnicities has hardly been empirically investigated beyond migrant penalty. Accordingly, ethnicity penalty was analysed regarding 4 observed penalty patterns concerning five different ethnicities, consisting of Eastern Europeans (EE), Middle East and North Africans (MENA), Sub-Saharan Africans (SubAf), Asians, and South Americans (SA). The statistical results for ethnicity penalty revealed these 4 patterns through the difference of employability and job quality based on each ethnic group with respect to natives. They were: high job quality and low employability; high employability and low job quality; less penalty (high employability and high job quality); double penalty (low employability and job quality). When synthesising these results, although EE were the most prominent ethnicity regarding employability in Western European countries, regardless of gender, they were mostly posited in unskilled jobs. On the other hand, migrants from MENA were shown to be subject to a double penalty, or trade-off penalty regarding low employability and high job quality. This tendency was clearer for female figures because female MENA migrants, who potentially have more obligations to follow the culture linked to their ethnicity, could have greater integration difficulty; especially regarding official labour market employment. Unlike results concerning the positive selection of SA in Western European countries, they were negatively selected in the US since employability was higher than with any other ethnicity, but job quality remained lowest among them. Likewise, MENA was negatively selected following the above-mentioned patterns in Europe. Moreover, the locational inequality assumption regarding the lowest penalty of Asians was half confirmed since, in the female ethnicity case, Asians were the second least penalised ethnicity.

"there are also these different levels for this discrimination" – Grappling with identifying experiences of discrimination among highly qualified EU-migrants

by Clara Holzinger (University of Vienna), Elisabeth Scheibelhofer (University of Vienna), Anna-Katharina Draxl (University of Vienna)

The social phenomenon of deskilling is particularly widespread among migrants, but so far only few studies explore the concrete micro-level processes involved in its production. Applying a qualitative approach in a

current research project (https://demico.univie.ac.at/), we strive to retrace "deskilling" from an individual perspective and to examine the phenomenon from different actors' angles. We focus thereby on highly educated migrants from "new" EU member states in the Austrian capital of Vienna. Based on the research principles of Grounded Theory, we opt for a multi-perspective and longitudinal methodical triangulation, combining a qualitative panel study with migrants, interviews with institutional actors, and ethnographical observations. Our paper focuses on subtle forms of discrimination that migrants from new EU member states experience at the labour market in Vienna. While being less confronted with overt discrimination based on skin colour, religion or legal background, our interviewees face rather subtle processes of exclusion based on migration background and language. These experiences of discrimination are often ambiguous and hard to grasp (and admit) for both our research subjects and ourselves as researchers – especially when compared with migrants from a different ethnic or educational background. In order to give particular attention to the interaction of various discrimination mechanisms (especially gendered differences), we apply an intersectional approach and aim to move beyond an ethnic lens and instead consider the embeddedness of migration experiences. We aim not to focus only on discrimination experiences of migrants, but also emphasise the importance of individual agency embedded in its social context and thus analyse strategies employed to counteract discrimination. Also, our multi-perspective approach allows to include the vantage point of institutional actors and their ideas on how to tackle discrimination.

Understanding ethnic hiring discrimination: A contextual analysis of experimental evidence

by Louis Lippens (Ghent University), Axana Dalle (Ghent University), Fanny D'hondt (Ghent University), Pieter-Paul Verhaeghe (VUB), Stijn Baert (Ghent University)

Previous research has demonstrated that context matters in understanding unequal treatment in hiring. Following a comprehensive review of the recent literature on ethnic hiring discrimination, we identified thirteen moderators from which we derived an equal number of hypotheses directly linked to the theories of taste-based and statistical discrimination. We empirically tested these hypotheses through a moderation analysis of data from a correspondence experiment supplemented with relevant occupation, organisation, and sector characteristics. Our empirical approach allowed us to simultaneously evaluate and control for the interaction effects of multiple contextual factors. We find that minority (non-Flemish) candidates receive significantly less

positive responses when applying for a job than majority (Flemish) candidates. Most notably, non-Flemish candidates experience significantly less discrimination when applying for jobs with not-for-profit organisations or with organisations that have a large workforce. Furthermore, we find partial empirical support for the hypotheses that hiring discrimination increases for jobs that require a high amount of interaction with coworkers (i.e. employee discrimination) and for jobs with low labour market tightness. Avenues for future research include the evaluation of the precise motives underlying these moderation effects and testing the validity of this study's findings across different institutional contexts and discrimination grounds.

Understanding labour market discrimination mechanisms: Methodological potential of using eye tracking in vignette experiments

by Eva van Belle (Ghent University), Carlon Schütze (Copenhagen Business School), Sayaka Osanami Törngeren (Malmö University), Marcus Nyström (Lund University)

This paper aims to investigate the methodological potential of using eye tracking in vignette experiments to investigate the mechanisms and processes of ethnic and racial discrimination in hiring by examining employment decisions. There exists a substantial body of literature demonstrating racial discrimination in the labour market through correspondence testing. However, we know very little about 'why' this discriminaiton occurs. Is eye tracking the new tool that can help us to understand why racial discrimination occurs in hiring decisions? The paper is based on a study that makes use of eye-tracking in combination with a vignette study (respondents are asked to rank fictitious CVs of hypothetical job applicants). As a method, eye-tracking can estimate where and in what order people look at a CV and therefore provide insight into the cognitive processes that underlie the decisions a recruiter makes. The paper will present the findings of the pilot study conducted in Sweden and Switzerland where we expect an association between respondents eye movement and the ranking of the CVs where the eye-tracking data will provide information on which areas of the CVs are most looked at in relation to the ranking of the CVs. This will allow us to identify which dimensions of CVs most affect the judgments employers make.

The hairdresser sector in Vienna: Turkish barbers as entrepreneurial others

by Alexandra Heis (University of Vienna)

The paper focusses on the hairdresser sector in Vienna, where barbers from Turkey and Middle East (and the Balkans) polarize perspectives on migrant entrepreneurship. The paper shows, how ethno-national background, gender, socio-economic background, and space intertwine as powerful dimensions of social inequality. It is based on a juxtaposition of migrant hairdressers' experiences in two streets: In one, the gendered and class/trade-specific arrangements allow both, male and female migrant entrepreneurs to turn their migration biography irrelevant, and assimilate into the hairdresser sector. If anything, their migration background becomes a source of cosmopolitan flair. In the other street, the racialized and gendered social location of the 'Turkish barbers' makes their migration experience the main source of difference. Their entrepreneurial otherness is constructed along national backgrounds, business practices, and masculinity aesthetics. Their business practices and performances, masculine grooming styles that are successful, irritate some of the established business competitors, but also residents who see these changes in the shopping landscape of their neighbourhoods negatively. Whereas the hairdresser sector in general is structured by gender inequality in which female hairdressers occupy lower social positions, male migrants from middle-east region operate within a niche, and do not assimilate into the established trade relations, and hence face resentment and marginalization. The paper studies how migration is relevant in relation to business structure and locality, in particular in intersection with other social inequalities – such as gender, education, and ethno-national background. Based on interviews with business owners, local politicians, and trade representatives the research shows, how the category migrant functions as an ascribed category from a supposedly majority position to assert established power relations and social order within the sector.

Session A: Anti-racism movements

Protection versus prosecution: gaps and promising practices for reporting of sexual violence by undocumented migrants in Belgium, Ireland and the UK

by Leni Linthout (Ghent University)

Undocumented migrants who are victims of sexual violence might refrain from reporting to the police out of fear of arrest, detention, or deportation. Safe reporting in which "victims' rights are prioritized ahead of enforcement of immigration rules" should enable undocumented victims to report an offence in safe conditions, by protecting their identity, removing the risk of prosecution in regards to immigration offences and by providing protection from the perpetrators (PICUM, 2017). Even though several policy initiatives have been taken in national and international legislation to facilitate victims having and exercising victims' rights, sexual violence remains significantly underreported, even more so for victims without legal residence status. This often implies they cannot access social care services either. Therefore, there is a further need to study policies specifically from the point of view of safe reporting for undocumented victims. This study analyses and assesses the Belgian, UK and Irish legislation, policies and practices against the European Victims' Rights Directive (2012/29/EU) from the perspective of safe reporting for undocumented victims of sexual violence. A legal and policy analysis was carried out, complemented with stakeholder consultations. The analysis elaborates on the theoretical concept of safe reporting and explores the extent to which the components of safe reporting (identity checks, anonymous reporting and protection) are present in national policies. A comparative perspective highlights the differences and similarities between national legal frameworks and approaches in Belgium, the UK and Ireland at the stage of reporting, which are in turn analyzed against the backdrop of key elements in the Victims' Rights Directive (2012/29/EU). Legal, policy and practice recommendations are presented with the aim of addressing a number of challenges and gaps to safe reporting for undocumented victims of sexual violence.

Group Discrimination and Satisfaction with the Way Democracy Works in Europe

by Klára Plecitá (Institute of Sociology, Czech Academy of Sciences)

The major threats to the contemporary democracies are the problems arising from the deep social divisions based on race, ethnicity, religion, native language, age, gender, sexuality, disability, and other grounds. European democracies meet minimal definition of democracy. However, they are far from being ideal

guaranteeing freedom and formal equality of people. Democracy should not be 'rule of the majority' ignoring interests of minorities. In Europe, there are two institutions combating against discrimination based on any ground - the Council of Europe (COE) and the European Union (EU). COE and the EU set a background for eliminating discrimination on any ground by any public authority in European states. Yet, discrimination has not been completely eliminated from public (political, systemic) and private (societal, interpersonal) settings. Analysis based in integrated ESS Round 5 – 9 data set from 18 European countries shows that the prevalence of individuals belonging to groups discriminated against varies across Western and Central Europe: most widespread is in the West; least frequent in the Centre. People belonging to discriminated groups express dissatisfaction with the way democracy works more than non-discriminated majorities. Dissatisfaction with the way democracy works tends to be strongest among discriminated groups in Central Europe. Significant interaction effects between part of Europe and discrimination was found for nationality, ethnicity, language, age, and disability. Estimated marginal means revealed, that the effect of discrimination on grounds of nationality, ethnicity, and language on SWD is more dramatic in Central Europe, the effect of discrimination on grounds of age, sexuality and disability on SWD is more dramatic in Western Europe. Analysis also showed that discrimination on other grounds explains judgements about quality of democracy much better than discrimination on each specific ascriptive ground in both parts of Europe.

Anti-Asian racism during the Covid-19 Pandemic: Experiences, Narratives and Reactions of Chinese Diaspora in France

by Simeng Wang (CNRS), Yong Li (Ecole Normale Supérieure de Lyon), Francesco Madrisotti (CNRS)

At the time of its outbreak in China, the Covid-19 pandemic was globally presented in some media as a "Chinese" virus. This led to a process of racialization of the disease consisting in describing the virus as intrinsically linked to a country (China) and to the presumed "Chinese" population. In such a context, the acts of racism and discrimination against Chinese and, more broadly, Asian populations increased worldwide. In response, people of Chinese origin around the world have mobilized locally and transnationally, to fight anti-Asian racism. In France, the Covid-19 pandemic triggered violent and explicit racism and xenophobia, ranging from distrust and avoidance to physical aggression and stigmatization in the public space. Faced with this situation, various sub-groups of Chinese people in France reacted differently, through individual actions, or collective struggles .This talk aims

to analyse, through a mixed approach based on qualitative and quantitative data collected from the MigraChiCovid Project (2020-2022) [https://www.migrations-asiatiques-en-france.cnrs.fr/projet-migrachicovid/resume-scientifique-du-projet-migrachicovid], the impact of the Covid-19 pandemic on the experiences of anti-Asian racism among Chinese people in France. Moreover, we attempt to examine the disruptive character of the pandemic in the awareness regarding the reality of an anti-Asian racism and the emergence of new attitudes and forms of reactions against it among Chinese people in France. We will first use our quantitative data to examine the impact of the Covid-19 pandemic on the subjective experiences of racism by people of Chinese origin in France. We will then examine the various forms of expression of anti-Asian racism though different groups of the Chinese population in France. In the third part we examine the forms of resistance – individual or collective – to anti-Asian racism.

Yellow is the new Black: Constructing pan-Asian identities in France through mobilizations

by Ya-Han Chuang (Sciences-Po Paris (CERI))

The global pandemics of Covid 19 has stimulated xenophobic aggression towards Asians and their mobilizations to tackle the racism in various Western countries. France, one of the biggest host countries of East Asian immigrants in Europe, is no exception. This article aims to analyze the formation and evolution pan-Asian anti-racisl movements in France since 2010 by crossing two fields of studies : the sociology of social movement and that of inter-minority relations. The central question is : what kinds of internal and external boundaries were created and transformed through the different waves of mobilizations of East Asian immigrants in France since 2010 ? The data was collected via a long-term ethnography conducted since 2009, combining biographic interviews (N=130), document analysis and observations of protests. Three periods characterized by different claims, actors and repertoires can be distinguished. The first period (2010-2016) was marked by explicit conflicts between immigrant groups. During this period, Asian immigrants' claims on safety and police control tend to reinforce the color line between racial groups, thus worsening their relationships. The second period (2016-2020) starts with a change of framing initiated by second generation French-Asians who denounced racialized stereotypes and violence. Their changing rhetoric highlights White domination beyond inter-minority conflict and facilitate contacts between minority groups to reduce hostilities. Finally, the third period, triggered by the happening of Covid 19 in 2020, unveils the multiple belongings and political stances among people who are self-identified as

Asians. Their attitudes on geopolitical issues and French colonial history in Asia have created tensions and divergences despite a consolidated consciousness to act against racism.

Anti-discrimination legislation: EU's influence beyond its borders

by Inessa Sakhno (Utrecht University)

The EU Directive on implementing the principle of equal treatment between persons irrespective of racial or ethnic origin of 2000 (Race Directive) has become a benchmark for anti-discrimination legislation across the EU. But to what extent does the influence of EU Race Directive extend beyond the region's borders, and what results derive from this influence? The paper aims to provide a tentative answer to these questions by looking into two case studies: Italy (EU member) and Ukraine (EU associate). Though the EU and its associate countries' anti-discrimination laws are inspired by the same EU Race Directive, they also show clear differences. These differences do not only exist in the relevant legislation as such but indeed, in the very notions on which they are based. More concretely, the normative frameworks differ in scope and mechanisms, and the EU uses the term 'equality', while the associate countries' legislation is often based on the notion of 'anti-discrimination'. The laws have quite a lot in common, however, such as a lack of attention to intersectionality. By comparing Italian and Ukrainian anti-discrimination laws, I aim to illustrate their differences and similarities and answer the questions mentioned. Based on this, I will present insights on what lessons the countries could learn from each other, and what national legal norms could add to the supranational legislation, for instance to counter issues of intersectionality. By this, I hope to spark a discussion on the possible improvements of anti-discrimination legislation both in the EU and beyond its borders. Presentation: Inessa Sakhno is a human rights defender with 10 years' experience in Eastern Europe and Central Asia. In addition to her previous MA in Law, she is studying for Legal Research Master's at Utrecht University. Her research interests focus on anti-discrimination. She is the author of human rights reports on the rights of vulnerable groups including ethnic minorities and LGBTI+.

"They are little things but they do have an impact on you": students' experiences of microaggressions in Flemish higher education

by Miranda Poeze (VIVES University of Applied Sciences), Els Teijsen (UCLL)

Higher education campuses and auditoriums should be safe spaces for all students, including those with a migrant backgrounds. After all, feeling at home on campus and feeling included are important for students' learning performance and wellbeing. Students who do not feel at home on campus are at greater risk of dropping out. Although higher education is often seen as a utopian space where inequalities based on origin or skin colour do not exist, existing research shows that students still encounter racism and other forms of exclusion that primarily take the form as so-called microaggressions. These subtle and indirect forms of racism embedded in everyday interactions cause stress, anxiety, guilt and self-deception among students, especially in predominantly white higher education institutes. However, existing research on microaggressions in higher education is mainly situated in the US context. There is a dearth of research on racism and microaggressions towards students with a migrant background in Belgium. In this empirical contribution, we show that microaggression theory can help describe and understand contemporary experiences of racism and exclusion in Flemish higher education. Our study collected qualitative data among 38 students with a migrant background in two Flemish higher education institutions. We explore the following research questions: In what ways do microaggressions manifest themselves on Flemish higher education campuses? What is the effect of intersecting identity characteristics (ethnic-cultural origin, language, religion, gender,...) on the experiences of microaggressions? And which coping mechanisms do students apply when confronted with microaggressions? In the conclusion, we highlight the role of the higher education institution in preventing and counteracting these subtle forms of everyday racism and exclusion.

"Islam helps me to relativize those who do wrong": Experiences of discrimination and Islamic ethical responses to racism and Islamophobia in Belgium

by An Van Raemdonck (Ghent University, Belgium)

This paper presents an anthropological analysis of experiences of racism and particularly Islamophobia in Belgium. While phenomena of discrimination in education, housing and employment have been documented in sociological literature and by civil society organisations, in-depth qualitative and anthropological research remains scarce. This paper's findings is based on 40 semi-structured interviews conducted in 2020-2021 with Belgian Muslims who are second and third generation immigrants between the ages of 18-35. My analysis focuses on discrimination, particularly in the field of education, and my interviewees' responses to experiences of racism and Othering. First, I argue that education appears as a prime domain where interviewees experience discrimination and racism. Early encounters with differential treatment in education strongly affect their subsequent life course and later employment. Virtually all respondents indicated being negatively affected by curriculum tracking in secondary school by teachers and professional study advisors. Referrals generally placed them in study tracks undervaluing their capacities, knowledge and skills, and consequently, tracked them away from higher education. Some have succeeded to complete the education of their choosing later in life. The majority, however, copes with the consequences of structural undervaluation, affecting later employment as well as feelings of belonging, identity and self-confidence. Second, I argue that Islamic ethics offers a crucial base of support in the face of experienced discrimination and racism. My respondents describe Islam as a positive force offering a set of ethical values that assists them to face unjust treatments. Religion appears as a source of strength that allows for patience, empathy and hope, even when encountering difficulties or discrimination. I finally situate their responses within the field of Islamic ethics to highlight the agency and coping strategies by minorities in Belgium.

Saving the white guys' face: Unpacking the invisible labour behind non-responses to racial stigmatization

by Julia Orupabo (Institute for social research, Norway)

Recent contributions illustrate that those affected by stigma and marginalization do not remain passive, but actively work to manage and resist these experiences. Although this research provides important insight into how minorities resist and oppose racism and discrimination, less work

has examined the logic behind 'non-responses' to racism. When passive responses to racism have been identified, this is depicted as minorities' attempts to ignore or deny the significance of racism (Lamont et al. 2016) and, most importantly, treated as work that is intended to protect the integrity of the target (Rawls & Duck, 2017) and understood as self-oriented acts (Ellefsen and Sandberg, 2020). By engaging Goffman's theory of interaction ritual, we illustrate that non-responses to racism can also reflect targets' attempts to save the social situation, as well as an attempt to save the face and integrity of both the target (self) and the offender (other) in racialized encounters. We argue that not responding to racism should be considered as something the target does in interaction. Building on qualitative interviews with racialized minorities in Norway, this study advances the scarce literature on minorities' so-called passive responses to racism, by zooming in on the dialogic and relational dimensions of actors' responses to ethnic/racial stigmatization. We believe that this is crucial, first, to detect the invisible labour in minorities' non-responses to racism and the consequences of this work. Second, to understand the asymmetrical nature of racial encounters, where those who are offended suffers and are restricted, whilst those who offend barely notice and remain unaffected.

White other? School climate experiences of Polish pupils in a multi-ethnic religious institution in a post-Brexit context

by Thiago Bogossian (University of Surrey)

Since the introduction of the hostile environment policy by the UK Government in 2012, which culminated in the European Union referendum, there has been an increase in racial harassment, abuse, attacks and hate against migrants and ethnic minorities in Britain. Polish nationals, the largest ethnic group of Europeans in Britain, have reported racist incidents, cultural racism, and an overall sense of vulnerability. Quantitative research has discussed how Polish children have also been abused and targeted both in and outside their schools, with severe impacts on their mental health and sense of belonging. This study employs a Critical Race Theory framework to explore how 8–11-year-old Polish pupils from a multi-ethnic religious primary school in England experience their school climate considering both their nominally white ethnicity and the Brexit context. I employed an ethnographic approach which included participant observation in classrooms and common areas of the school and a palette of child-centred creative methods with a group of 15 Polish pupils from Years 4 to 6: drawing, photo-elicitation, and Persona Dolls storytelling. Data was analysed using a grounded theory approach. The

findings reveal on the one hand that the school acts as a site of mitigation of the hostile environment due to the presence of children from many different European nationalities and an overall ethos of inclusivity and diversity. In this context, children believe they are valued and respected by their school. On the other, I discuss that the school still reproduces hegemonic and exclusive white British identities through the national curriculum and many of the teachers' practices, which reinforce marginalisation and silencing of alternative stories. My study sheds light upon an underexplored area of research and suggests policy and school improvement.

Ethnic Discrimination as a Stressor on Well-Being Of Immigrants

by Zeynep Demir (Bielefeld University), Nora Rebekka Krott (Bielefeld University), Stella Nüschen (Bielefeld University), Klaus Michael Reininger (University Medical Center Hamburg-Eppendorf), Andreas Zick (Bielefeld University)

Background: According to current official statistics, about 21.9 million people living in Germany have an immigration history. Because of increasing crises as well as wars it is expected that there will be high waves of migration, especially in Germany. Germany is thus characterized by increasing cultural, ethnic, and religious diversity and the acceptance of Germany as a country of immigration has become established in the last years. Methods and Results: Results from the project "ZuGleich - Belonging and Equivalency in Germany" (funded by Stiftung Mercator to Prof. Andreas Zick at the Institute for Interdisciplinary Research on Conflict and Violence), will be presented. Barriers and potentials for a climate of equality and belonging in a changing migration society are presented based on our empirical study results with the representative population survey. While considering the ethnic discrimination experienced by the immigrants (N = 646), we measured perceived ethnic discrimination of immigrants with two facets of discrimination: verbal rejection and unequal treatment based on ethnicity. Effects of perceived ethnic discrimination on the life satisfaction and well-being will be presented. Discussion and Conclusions: Implications for future research on the well-being and acculturation process of immigrants in Germany will be discussed.

Unequal Treatment of EU Citizens Moving to Belgium: an Inquiry into Municipal Registration Practices

by Ellen Desmet (Ghent University), Roos-Marie van den Bogaard (Ghent University)

Moving as a French or Dutch citizen to Belgium should be easy, given the freedom of movement of EU citizens. Reality paints a different picture, however. This paper analyses the practices of Belgian municipalities and the Immigration Office as to the registration of EU workers, self-employed, jobseekers and their family members. It is based on a desk study, a survey among a sample of municipalities as well as semi-structured interviews with municipal officials, the Immigration Office and other stakeholders. The paper adopts a legal understanding of 'procedural justice', focusing on dimensions of equal treatment and transparency. It shows that the achievement of procedural justice for EU citizens is impaired by divergent and at times questionable practices by street-level bureaucrats. These practices indicate, among others, that varying levels of 'deservingness' of residence in Belgium can be observed within the category of mobile EU workers. Furthermore, increased digitalization and the use of intermediaries in the registration procedure facilitate and reinforce differential treatments among EU citizens and their family members.

Post-truth racism? Criminalization of solidarity and suspicion against "do-gooders" in the aftermath of the EU reception crisis

by Cecilia Vergnano (KU Leuven)

This paper focuses on a specific form of xenophobia that emerged in the post-2014 EU "refugee crisis", which I propose to define as a newly-emergent "post-truth racism", whose target is the supportive attitude towards migration rather than migration itself. Such an indirect form of scapegoating, that provide a discursive justification to reformulate and redirect a straightforward (and politically incorrect) racism against migrants towards "do-gooders" instead, is justified on the basis of a conspiracist narrative endorsed by populist and far-right parties. According to such a narrative, NGOs carrying out search-and-rescue operations in the Mediterranean Sea are the last link of the smuggling chain or even part of a wider plot for ethnic replacement in Europe. While the Mediterranean sea has been at the centre of attention in the context of the so-called EU "refugee crisis", this paper will set the scene on another paradigmatic location of the so-called "refugee crisis": the French-Italian border, where controls have been reintroduced in 2015 precisely to contain unwanted migration. Based on data collected through ethnographic fieldwork between 2017 and 2019 (a

period marked by strong political attacks against NGOs operating in the Mediterranean Sea) I will show how a specific "hermeneutic of suspicion " (to paraphrase an expression by French philosopher Paul Ricoeur) towards migration activists and supportive citizens and organizations took hold among border police officers and white members of the working class living in this border area. Such suspicion is a local reformulation of conspiracist narratives against NGOs, in the framework of wider political, social and legal processes of criminalization of solidarity.

Institutional exclusion. Highlighting alterisation processes through the lens of language interpreting in the French asylum administration

by Maxime Maréchal (Université Paris Cité)

As the concept of governmental xenophobia highlights, policies and politics about foreigners are tightly intertwined. Thus, the myth of the lying refugee has been both the result and the ideological justification of political alterisation through exclusionary policies produced by the French asylum administration – namely, at first instance, OFPRA (Office Français de Protection des Réfugiés et Apatrides, administrative body) and CNDA (Cour Nationale du Droit d'Asile, the appeal court). Therefore, the racialized production of otherness is to be seized at the institutional level, where policies and

politics of exclusion meet. Many studies have tackled the discursive stakes inherent to asylum procedure and recent works have focused on non-official intermediaries it involves. But while Interpreting in asylum settings has become a subfield within Interpreting studies, research in the French context has – with a few exceptions – overlooked a central actor: the interpreter. My point is to show how the institutions assign to the interpreter a function that is part of their work of political alterisation and rejection of asylum seekers on racial grounds. I conduct both a sociohistorical analysis of administrative archives from OFPRA and CNDA and an ethnography of interpreting in these institutions. The former shows how interpreting activity has been subjected to quantitative efficiency, which has become the administrative and political goal, and its links with racist ideologies. Ethnography highlights the ambiguous place of interpreters within asylum institutions, not being official agents but employed by interpreting services providers that have won public markets, thus revealing how they are objects of institutional alterisation themselves and at the same time at the heart of the administrative work, and how they cope with the racialized process of the alterisation of asylum seekers.

Deconstructing Binary Thinking in Mobility and Migration Studies

by Ilhan kaya (Ghent University)

The issues of mobility and migration are largely studied from an empirical position to support a binary thinking. However, such thinking often oversimplifies a complex set of phenomena for the sake of a partial understanding. This sort of thinking is often reflected in the migration and mobility studies as native vs. immigrant, host community vs. immigrant community, integration vs. assimilation, us vs. them. As a result, the complexity of migration and mobility is often reduced an absurdity. You are either a native or immigrant, you should be either integrated or assimilated, nothing in-between or different. Therefore, a critic of such binary thinking in mobility and migration studies is an eminent issue to tackle. Informed by postcolonial and post structural theories, I argue that concepts such as ambiguity, mimicry, sly civility, hybridity, difference and deconstruction can greatly inform scholars of mobility and migration. Furthermore, the issues of mobility and migration have to be contextualized and studied in regard to power dynamics, relations, resistance and representation. Also, the language of mobility and migration studies is both limiting and misleading as it portrays complexity mobility and migration as a dichotomy of black and white. Therefore, the deconstruction of the language of migration and mobility literature is also essential to free us from such binary, simplistic and arbitrary thinking of structural thought and create a more comprehensive approach to appreciate and maybe grasp the complexity of mobility and migration.

Geography of Discrimination: A Nationwide Field Experiment on the Swiss Housing Market

by Eva Zschirnt (University of Amsterdam), Julie Lacroix (University of St. Andrews), Didier Ruedin (Universoty of Neuchâtel)

Ethnic discrimination in different market places has been well-documented across (mostly Western) societies. Here we examine how patterns of ethnic discrimination in the rental housing market vary depending on local context. We conducted a nation-wide field experiment that is representative for all types of communities in Switzerland, where we asked for a viewing of advertised property using fictitious senders. More than 5,700 landlords received 11'400 inquiries for an apartment within a paired correspondence test. We find that senders with foreign names receive fewer invitations to view properties, thereby following an ethnic hierarchy that has been shown in related studies. However, geography also plays an important role. Particularly, the level of discrimination substantially decreases if either the demand side for rental housing is weak, that is, landlords compete for renters, or if the share of foreign residents in the municipality is large, thus, providing support for contact as a mitigating factor. Based on this large heterogeneity of discrimination levels across municipalities, we further stress the importance of context when investigating ethnic disadvantages.

Required by law to discriminate? Irregular migrants' access to housing in Europe

by Anja Van den Durpel (Ghent University)

Having a shelter, a place to sleep, is a basic physical need (Cunningham, 2019; Hutton et al., 2019; Ryan et al., 2008). Moreover, access to housing is a basic right enshrined in several international agreements such as the European Social Charter and the Charter of Fundamental Rights of the EU. However, irregular migrants' rights are at the same time curtailed by European legislation: The Facilitators Package states that "intentionally assisting" irregular migrants on entry, transit and –for financial gain-residence must be sanctioned (Art. 1(1) Directive 2002/90/EC) with criminal penalties. Yet, Art. 1(2) of the Directive allows, although does not oblige, Member States to exempt assistance for humanitarian reasons upon entry and transit. The contradiction between both laws becomes apparent in its implementation. Indeed, the dilemma is passed on to national, regional and local level politicians, civil servants, police, people working in NGOs/CSOs, and irregular migrants themselves. Each of these actors is left to the own motivation to (not) facilitate irregular migrants' access to housing,

with some discretion power.Irregular migrants are often reluctant to invoke their rights and to rely on legal protection, in order not to attract authorities' attention (Carens, 2008; Engbersen & van der Leun, 2001; FRA, 2017). They are therefore dependent on what the actors in the field offer. It goes without saying that there are a multitude of different and even conflicting local practices. Based on the results of PhD research, this presentation zooms in on the motivations and policy frames that local actors use to (not) facilitate irregular migrants' access to housing. In addition, the presentation shows the outcomes for irregular migrants' access to housing in Bonn, Berlin, The Hague, Amsterdam, Stoke-on-Trent and London.

Understanding civic engagement in refugee inclusion through the prism of housing: the case of Bologna Municipality

by Chiara Pagano (University of Bologna), Marta Ilardo (University of Bologna), Marta Salinaro (University of Bologna)

Albeit officially considered a fundamental human right, access to housing is currently all but guaranteed in Europe. Ever since the 2008 economic crisis, the severe lack of adequate public interventions in housing provision has become a new normal, while homelessness has been increasingly criminalized (Amster 2003; Leonardi 2021). This resonates with the widespread praxis of criminalizing irregular migration to conceal the unwillingness to promote truly inclusive policies for Third Countries Nationals in Europe. Moreover, even the few migrants who are eventually recognized with asylum are more likely than European citizens to fall into homelessness. Accordingly, these persons are criminalized anew as irregular inhabitants rather than irregular migrants. Homelessness can take many material forms along a continuous line of precariousness, ranging from housing distress to homelessness and shelterness (ETHOS classification by FEANTSA). Migrants are the most represented groups across this continuous line of precariousness, which also underpins an impossible inclusion (Petrillo 2018). Relying on data collected in 2021 in the Municipality of Bologna (Italy) during over twenty semi-structured interviews with civic actors (i.e., the state, the market, and the third sector) as well as with refugee clients of local welfare services connected to housing, this paper will interrogate how inclusive civicness is performed through the provision of housing services (Brandsen, Evers & Dekker 2010). Moreover, the case of Bologna Municipality will provide useful insights to illuminate whether and how supporting refugees' access to housing can prove key in fighting prejudices, institutional racism, and stigma based on ethnicity or religion in contemporary European societies.

Ethno-racial inequalities in residential positions in France

by Sorana Toma (Ghent University), Pascale Dietrich-Ragon (INED), Giulia Ferrari (INED)

Housing inequalities have been on the rise in France over the past two decades. Housing costs are taking up an increasing share of households' budgets and play an increasing role in the reproduction of social inequalities. Recent work has shown that immigrants, and to a lesser extent the second generation, are more likely to experience bad housing conditions (cramped, uncomfortable, badly insulated housing) and are often relegated to the most socially deprived neighborhoods. This paper examines how ethno-racial inequalities may compound social class inequalities in explaining individuals' 'residential positions' (Grafmeyer 2010). These positions are the intersection of three dimensions: residential location (type and quality of neighborhoods), material characteristics of the housing (surface, number of rooms, comfort, etc) and ownership status (rental, ownership,..). Drawing on two waves of a nationally representative survey in France (Trajectoires et Origines 2008 and 2019/2020) we examine the extent to which ethno-racial minorities are in less favorable residential positions than natives of a similar social class, and how these inequalities have changed between 2008 and 2019/2020. We further examine internal heterogeneities among the immigrant-origin population by generation and geographic region of origin. The role of discrimination in housing inequalities will be directly assessed.

Territorial Stigmatization: Trauma and Resilience among Turkish Germans in Cologne's Mülheim District

by Zeynep Yokmaç (Trier University)

Working-class neighborhoods emerged in the major cities of Germany after the recruitment of guest workers in the 1960s. After the family reunifications in the 1980s, certain amounts of guest workers in Germany stayed in the country and have become permanent members of the society. By being a member of society, migrants have changed the cities they live in. Turkish Germans, for instance, have established their small family businesses which led to the emergence of so-called "little Istanbul" in their neighborhoods. Former working-class neighborhoods have transformed into migrant neighborhoods. Transformation in certain neighborhoods of the city has increased exclusive discourse and racist attacks towards the migrant communities. Mülheim district in Cologne, Germany is a good example to show how a migrant neighborhood has been stigmatized and become a target of a neo-Nazi group. Keupstrasse in Mülheim is one of the famous streets in Mülheim where the stores and the restaurants have been run by Turkish Germans since the

1980s. In 2004, the street was bombed by a neo-Nazi group. After the attack, the media and the public discourse claimed that the attack was because of the conflict between different social and political groups among Turkish Germans. The street has been stigmatized as a place where crimes and illegal businesses are parts of the everyday life of Turkish Germans. Based on ethnographic fieldwork in Keupstrasse, this paper focuses on how Turkish Germans and their everyday life practices are being stigmatized in certain places of the city. On the one hand, this paper shows how the territorial stigmatization has caused trauma and affected the everyday life of Turkish Germans, leading to a conflict among Turkish Germans. On the other hand, it shows how Turkish Germans have dealt with the territorial stigmatization through their social networks and integration into other communities in Cologne.

Wednesday 20/09

Session A: Standpunt over de visie en de rol van lokale vrijwilligersverenigingen en burgerinitiatieven ten aanzien van mensen zonder wettig verblijf

by Josée Goethals (vzw Gastvrij Netwerk), Robin Vandevoordt (Ghent University)

Gastvrij Netwerk vzw werkt samen met Vluchtelingenwerk Vlaanderen (https://vluchtelingenwerk.be/gastvrij-netwerk). Het netwerk omvat ruim 40 lokale vrijwilligersorganisaties die hulp bieden aan mensen op de vlucht. Deze zijn overwegend asielzoekers en vluchtelingen met diverse statuten van kort of lang verblijf. Er zijn echter ook vele mensen bij die na een vergeefse asielprocedure het tijdelijk verblijfsstatuut verloren, het daaropvolgend bevel om het land te verlaten niet opvolgden en overleven in precaire situaties en / of uitbuiting.

Crisishulp voor mensen in precaire toestand valt onder de verantwoordelijkheid van lokaal bestuur, politie, OCMW en CAW (decreet van de Centra Algemeen Welzijnswerk). Mensen zonder wettig verblijf worden in de realiteit echter zeer vaak afgewezen op basis van juridische argumenten, geen bevoegdheid, onvoldoende personeel… Hulpvragers worden dan doorgestuurd naar informele hulp van lokale vrijwilligersverenigingen en burgerinitiatieven. Zo worden vrijwilligers vaak de enig overblijvende vertrouwenspersonen en hulpverleners.

Gastvrij Netwerk licht de visie en de rol van vrijwilligersverenigingen en burgerinitiatieven toe met vier standpunten en vier praktijkvoorbeelden uit het ledenbestand.
1. Migratie en vluchten hebben altijd bestaan, zijn universeel en kunnen iedereen treffen. Niet de slachtoffers, maar de oorzaken moeten aangepakt worden. Criminaliseer migratie en vluchtelingen dus niet. Let op de invloed van woorden en framing.
2. Gastvrij Netwerk kant zich tegen ongelijke behandeling van mensen, tegen onderscheid tussen mensen die er WEL / NIET toe doen. Alle mensen hebben recht op menselijke waardigheid en menswaardige levensomstandigheden.
3. Humanitaire hulp van vrijwilligers is nodig en aanvullend aan de professionele diensten. Zeker als het gaat om mensen zonder wettig verblijf. Negeer of criminaliseer deze hulp dan ook niet.
4. Overheden en diensten die mensen zonder wettig verblijf naar vrijwilligers- en burgerinitiatieven als laatste hulpverleners doorschuiven, moeten hun inzet en expertise ook erkennen en passende steun bieden.

De lokale burgerinitiatieven waren tot nu toe discreet over hun

ondersteuningswerk, maar vragen nu meer erkenning van de overheden.

- Hun vragen dat de overheden meer aandacht zouden besteden aan de oorzaken van migratie, de voorwaarden voor toegang tot het Belgische grondgebied versoepelen en een meer positieve framing en draagvlakvorming rond migratie en migranten ontwikkelen, zijn vragen die in het Memorandum van de NAPAR-coalitie uitgebreid toegelicht zijn.

- Ze waarderen het innovatieproject BBB+ of bed, bad, brood + begeleiding (het zogenaamd Utrechts model) dat de federale overheid in enkele grote steden voor mensen zonder wettig verblijf recent lanceerde, maar willen - gezien het zeer beperkt aantal gegadigden – dat de overheid ook rekening houdt met wat burgerinitiatieven al vele jaren doen voor veel grotere aantallen verspreid over het hele grondgebied. In tegenstelling tot de overheid passen deze het concept van 'open toekomstoriëntatie' toe, wat betekent dat ze hun hulp richten op de basisnoden, maar ook op herstel van een zekere rust om belangrijke beslissingen over de toekomst weloverwogen te kunnen nemen. Afhankelijk van de beslissing die personen dan zelf nemen, zoeken de vrijwilligers helpende diensten.

- De vrijwilligers vragen dat de formele overheidsdiensten hun verantwoordelijkheid voor mensen in nood effectief opnemen én daarbij de lokale burgerinitiatieven erkennen als een schakel in een netwerking van diensten en vrijwilligers.

- Ze vragen dat de grotere middenveldorganisaties de lokale burgerinitiatieven helpen om hun signalen te laten doodringen tot bij het beleid en bij al wie betrokken is bij de behandeling van mensen zonder wettig verblijf. Tenslotte vragen zij zelf vorming, intervisie en instrumenten om hun specifiek vrijwilligerswerk voor mensen zonder wettig verblijf goed uit te kunnen voeren.

Session B: Fleeing from Ukraine: the double standard in refugee reception in the EU

by Ingrid ter Maat (CAW Antwerpen), Christophe Bell (CAW Antwerpen), Julija Kekstaite (Ghent University)

The recent months have been a fundamental paradigm shift showcasing the EU's member states and their societies' willingness and capacity to provide shelter and dignified reception for millions of Ukrainians fleeing conflict and destruction caused by the war. While not without setbacks, such a welcoming approach highly contrasted with the violence of border policies routinely experienced by non-Ukrainian refugees and migrants, often reinforcing racialised hierarchies of exclusion and belonging to the imagined European space.

Therefore, the session attempts to unpack some of the tensions underlining the differential EU policy and societal response towards Ukrainian and non-Ukrainian migrants and refugees by juxtaposing insights from the practitioners and theory. Through an interactive dialogue, we will invite the audience to reflect on the causes and possible solutions to resist the double standards underpinning the EU's refugee reception. Moving beyond a deconstructive critique, we will seek to map out potential pathways for civil society and academia to play an active role in politicising the issue to the advantage of fair asylum and refugee reception procedures for all.

Session C Labour market discrimination

by Nele Spaas (LEVL vzw), Rachel Waerniers (Unia), Rik Reusen (Unia), Louis Lippens (Ghent University), Magda Boulabiza (European Network Against Racism)

Although our workforce has become increasingly diverse, many individuals from racialised groups still face substantial discrimination in the labour market. This decreased chance for labour market access brings about an increased risk of long-term unemployment and labour market inactivity. In addition, this underutilisation of talent results in negative consequences for the individual, needless economic costs to firms, and lowered social cohesion across work environments.

A recent summary of international research indicates that people of Middle Eastern, North-African or (South-)Eastern Asian origin are about two-fifths less likely to obtain a positive response when applying for a job, on average. Similarly, Black applicants are about a third less likely to receive a positive call-back. In Belgium, field experiments over the past 10 years have uncovered similar penalties for candidates of Ghanaian, Moroccan, Slovakian, and Turkish origin. Worryingly, these levels of discrimination generally seem to persist after the initial hiring stage and through time.

From a broader perspective, this unequal labour market participation also shows in the Socio-economic Monitoring 2019 published by Unia and the FPS Employment, Labour and Social Dialogue: even with an equal level of education, the chances for people of foreign origin to find a job are lower. The study further demonstrates the ethnic stratification of the labour market in Belgium, resulting from the mechanism of structural inequality.

Besides structural, institutional and historical inequalities, several other mechanisms lie at the root of racial discrimination in the labour market. At the individual level, negative attitudes towards minorities due to differences in social identity can incite discriminatory behaviour against racialised minorities in hiring or on the job. In addition, from an economic perspective, employers might discriminate because they are susceptible to the preferences of their employees and customers who, in turn, might be reluctant to work together or exchange goods and services with racialised communities/people. At the group level, strong in-group connections or certain (statistical) beliefs about racialised groups as well as institutional policies and behaviours hindering certain racialised groups from equally participating in the labour market can result in reduced opportunities, too.

In this dialogue session, we not only discuss the incidence of and some of

the reasons for racial discrimination and structural inequality in the labour market at the national and international level but also elaborate on what we can do to tackle this issue. Ways forward that will be discussed include positive actions and prevention plans by companies, discrimination testing, and the role public and private employment services or labour inspection could play. An overall important factor is the availability and effective use of data to uncover discrimination, take effective policy measures, and evaluate these policies. For example, how can techniques of data mining and artificial intelligence be used to detect possible cases of discrimination so that inspection services can carry out targeted controls?

"The long arc towards justice: have racism and discrimination declined, or not?"

By Pieter-Paul Verhaeghe (Vrije Universiteit Brussel)

In 1964 Dr. Martin Luther King Jr. delivered a sermon in which he declared that "the arc of the moral universe is long, but it bends toward justice." The words of Dr. King have been used by many progressive and liberal thinkers worldwide as a reminder that despite persisting ethnic and racial disparities, a more equal and just future might happen. More than fifty years after the civil rights movement in the United States it is time to take stock: have racism and discrimination really been declined, or not? During this keynote speech Prof. Verhaeghe will provide an multidisciplinary overview of the existing scientific evidence with respect to time trends in different aspects of racism and discrimination: discriminatory behavior on the labour and housing markets; explicit and implicit attitudes; and ethnic minority representation in positions of power.

"Reducing race/ethnic inequalities in Flemish education: thinking broad and bold"

By Peter Stevens (Ghent University)

Although race/ethnic inequalities are common, structural features of almost any educational system, these inequalities are relatively high in Belgium (and Flanders) compared to other European nations. Reflecting on 20 years of research experience in different countries, Stevens will reflect on what could work in reducing race/ethnic inequalities in Flemish education. The starting point is the recognition that race/ethnic inequalities should not be studied in isolation from social class inequalities and that changes are required on many, inter-related levels of analysis, including the role of the teacher, the curriculum, pedagogy and school structural features (like tracking) and school policies. The Keynote is deliberately intended to stimulate discussion, not to provide the 'definite' answers to a persistent social problem that continues to undermine the idea that in our meritocratic system, education can be used as an effective tool to reduce social inequalities.