
Integration and Minority Education in Estonia and America

The Task for School Leaders

Integratsioon ja vähemuse haridus Eestis ja Ameerikas: koolidirektorite töö

Doyle Stevick
University of South Carolina
stevick@gmail.com



Two Englishman meet in the street. They stand quietly and wait for someone to introduce them.

Nali.

Kaks inglasi kohtuvad tänaval.
Nad seisavad vaikselt ja ootavad,
et keegi neid tutvustaks.



“Maybe In 60 years Estonian-Russian relations in
Estonia will be better.” –doktorant

60 years ago, legal separation (segregation) ended in America.

150 years ago, slavery was ended in America.

We still have problems.

Can Estonia avoid America's mistakes?

“Võib-olla on 60 aasta pärast eesti-vene suhted
Eestis paremas seisus.”

60 aastat tagasi lõppes segregatsioon Ameerikas.

150 aastat tagasi lõppes orjapidamine Ameerikas.

Meil on endiselt probleeme.

Kas Eesti saab õppida Ameerika vigadest?



Integration is not a government policy or state program only.

It will not work unless society integrates also.

We cannot wait for others to do it.

The situation will not improve independently.

This task requires leadership. I believe that school leaders are in the best position to make a real difference.

Social change happens from the bottom up, not from the top down.

Integratsioon ei ole ainult valitsuse programm või riigi poliitika. Ta ei toimi kui ühiskond ei integreeru.

Me ei saa oodata, et teised seda teeksid.

Olukord ei lähe iseenesest paremaks.

See ülesanne nõuab juhtimist.

Ma usun, et koolijuhtidel on kõige parem positsioon olukorda muuta. Sotsiaalsed muutused toimivad alt üles ja mitte ülevalt alla.



My work with school leaders in the American South:

1. Break the silence around race and racism
2. Learn to talk about minority educational issues
3. Understand perspectives very different than our own
4. Build relationships across our differences
5. See diversity as a strength, not a problem or threat

Minu töö koolijuhtidega Ameerika Ühendriikide lõunaosariikides:

1. Räägi rassist ja rassismist.
2. Õpi rääkima vähemuste haridusprobleemidest.
3. Saa aru perspektiividest, mis erinevad kardinaalselt sinu omadest.
4. Loo suhteid meie erinevuste peale.
5. Näe erinevuses võimalust, mitte probleemi või ohtu.



The question: Why does the minority do worse in education?

First theory: The minority did not have enough resources.

Add more resources, provide early childhood programs, and the situation will be better.

Policy response: Lyndon Johnson's Great Society Program.

Head Start program. 1960s-1970s.

Küsimus: Küsimus: Miks on vähemusrühmadel hariduses halvemad tulemused?

Teooria: vähemusrühmal ei olnud piisavalt ressursse.

Lisa ressursse, paku varajase lapsepõlve programme ja olukord paraneb.

Reaktsioon: Lyndon Johnsoni Suurepärase ühiskonna programm. Edumaa programm. 1960-1970.



Many good results. But, after 15 years, children in the minority still had lower scores, even when the families had the same income. Money and resources did not fully explain the difference in school performance

Second theory: the minority has lower scores because of cultural differences.

Response: Multiculturalism. 1970s-present.

Palju häid tulemusi. Aga 15 aastat hiljem on vähemusrühma lastel ikka veel madalamad tulemused. Ka siis, kui perekondadel on sama sissetulek. Raha ja resursid ei seletanud erinevusi.

Teine teooria: vähemusrühmal on madalamad tulemused kultuuriliste erinevuste pärast.

Reaktsioon: Multikultuursus. 1970 - tänapäev.



Movement had many good outcomes. But differences in minority school performance remained. Then, in the 1980s, Japanese and Chinese immigrants performed better than white students! Their cultures were very different than whites. More different than blacks and whites. So, cultural difference alone is not enough to explain why the minority does not do as well.

Liikumisel oli palju häid tulemusi. Aga õpitulemuste erinevused ei kadunud kuhugi. 1980-ndatel saavutasid jaapani ja hiina immigrandid järsku paremaid tulemusi kui valged üliõpilased! Nende kultuurid olid valgete kultuurist väga erinevad. Erinevus oli suurem kui mustade ja valgete vahel. Seega ei piisa vähemusrühma halvemate õpitulemuste selgitamiseks ainult kultuurilistest erinevustest.



New Question: Why do some minorities perform better?

Third Theory: Voluntary immigrants do well. (Chinese, Japanese) Involuntary minorities have difficulties.

(Native Americans, some Hispanics, and African-Americans.)

Uus küsimus: Miks saavad mõned rahvusvähemused paremini hakkama?

Kolmas teooria: vabatahtlikud (hiina, jaapani) immigrandid saavad hästi hakkama, teised (indiaanlased, ladina-ameeriklased, afroameeriklased) mitte.



What is an involuntary minority? Part I

- This group did not choose to be part of the country.
- They were conquered, or were moved against their will.
- They often feel oppressed, disrespected by the majority.
- They often feel their language and culture are unwanted.

Mis on mittevabatahtlik vähemusrühm?

- Nad ei valinud selles riigis elamist.
- Neid vallutati või asustati ümber vastu nende tahtmist.
- Nad tunnevad ennast allasurutuna ja arvavad, et neist ei peeta lugu.
- Nad tunnevad sageli, et nende keel ja kultuur ei ole väärtuslikud.



What is an involuntary minority? Part II

- There is little trust of the government.
- Belief the government uses education to attack your language and culture
- These views are passed from one generation to another
- Majority/minority relations are often poor

Mis on mittevabatahtlik vähemusrühm?

- Neil on väga vähe usaldust valitsuse vastu.
- Nad arvavad, et valitsus kasutab haridust, et rünnata nende keelt ja kultuuri.
- Neid vaateid antakse edasi ühelt põlvkonnalt teisele.
- Enamuse/vähemuse suhted on sageli halvad.



What approaches to education are successful with involuntary minorities? Part I

--We must build legitimacy with the minority communities, demonstrate respect for language and culture.

--Force does not work well; we must invite, not impose.

--We must provide every citizen with experiences with the other groups, majority and minority

Millised on edukad lähenemised hariduse alal vähemusrühmade puhul?

-Me peame võitma legitiimsust vähemusrühmade hulgas, demonstreerima lugupidamist nende keele ja kultuuri suhtes.

-Jõud ei toimi: me peame kutsuma, mitte sundima.

-Me peame pakkuma igale kodanikule võimalust suhelda teiste rühmadega, nii enamuse kui vähemusega.



-
- What approaches are successful with involuntary minorities? Part 2
- Everyone must experience multiple members of the group, to appreciate differences in the group, and not to reinforce stereotypes
 - We must challenge stereotypes when we hear them
 - We must accept cultural differences, not only comfortable ones
 - We must accept language errors

Millised on edukad lähenemised hariduse alal vähemusrühmade puhul?

- Igaüks peab kogema suhtlust ühe rühma erinevate liikmetega, et tajuda rühmasiseseid erinevusi inimeste vahel, et ei kinnistuks stereotüübid.
- Me peame stereotüüpe vaidlustama.
- Me peame aktsepteerima kultuurilisi erinevusi, mitte ainult meile sobivaid erinevusi.
- Me peame leppima keelevigadega (nagu minu oma!).



First step of acceptance:

Majority accepts minority, so long as minority members behave and speak exactly like majority. Ethnic acceptance but cultural intolerance.

Second step:

Appreciation and respect for differences.

Esimene samm aktsepteerimise teel:

Enamus aktsepteerib vähemusrühma kui vähemusrühma liikmed käituvad ja räägivad täpselt nii nagu enamus. Etniline aktsepteerimine, aga kultuuriline sallimatus.

Teine samm:

Erinevuste hindamine ja respekteerimine.



Creative Opportunities Part I:

1. Technology, e.g., retired teachers and others offer conversation practice over Skype
2. Russian and Estonian language Skype exchanges—link content of each language as foreign language, so they learn together
3. Comparing history textbook accounts, e.g., Estonian, Russian and German



Creative Opportunities Part 2:

1. Comparative literature: Akhmatova and Koidula? Rehepapp and ? Bilingual editions of literature
2. More partner school exchanges, arts integration (choirs and plays)
3. Truly integrated schools



Creative Opportunities Part 3:

1. Interview projects with other group members
2. More Research (not just numbers)



And now? For us?

Talk to people you do not know at the breaks.

Meet new people.

Sit with different people when you return.

Build new connections.



Affirmative Civility

Many brave Estonians would go the border and give their lives to defend Estonia. But will they invite Russian neighbors for dinner?



Estonians were an involuntary minority in the Soviet Union. How did this fact shape their attitudes about learning Russian?

Are Russians in Estonia voluntary immigrants or involuntary minorities?

How would most Russians in Estonia answer these questions:

Do I feel my language and culture are respected?

Do Estonians want me and my group to stay in Estonia or to leave the country?

