> ## Activities – Module 4
>
> ## Branding diversity

Goal of the activity: affecting school choice by branding diversity

Target group for the activity: principals (or communication managers) of schools affected by white-flight

Activity

There is a large literature focusing on how school composition is an important determinant of individuals' behaviour. *Peer effect* has been identified as the process through which peers' backgrounds might influence their classmates' individual choices and outcomes. It can be understood as an externality that spills over from peers' family background, and lets students benefit from their classmates' characteristics.

Many studies summarize the positive processes attributed to school diversity. After reading this article, https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially- integrated-schools-and-classrooms/?agreed=1, design a social-media campaign branding diversity, oriented to avoid white-flight dynamics in your neighbourhood.

Answer to these questions:

-What is your local target group (families moving in other areas of the city; families enrolling children in schools outside the catchment area)

-Which vision you want to share with your target group (slogan, contents)

-Which tools can reach more easily your target group (social-media; open-days; articles on journals, etc)

-Which stakeholders can actively being involved in the campaign (parents,former- students, associations, etc)?

Activities – Module 4
Why is tackling school segregation important?

Use the following resources to amplify your knowledge of the impacts of school segregation on the composition of peer groups and their relationships:

Read: Peer Effects in Education: How Might They Work, How Big Are They and How Much Do We Know Thus Far?

Wach: School Controversies: Self-Fulfilling Prophecies and Tracking

Now, try to answer the following questions.

1. Why is the 'peer effect' so important in explaining educational opportunities? Why can we say that segregated schools (homogeneous social composition) limit the appearance of these positive effects?

2. What relationship do we find between the peer effects and the so-called Pygmalion effect? What mediating role does school composition play in this relationship? Try to give some concrete examples of 'self-fulfilling prophecy'.

3. Why can we say that in a context of segregated schools 'we all lose' and not only those who participate in those specific schools? Give at least two examples that illustrate this statement.

4. Think in your territorial context. After you have finished this module, what social aspects do you think could be improved as a result of an intervention in order to reduce school segregation in the municipality/city?