



## Global Immigration, Gender Discrimination, and Role of Education in Western Society: A Sociological Lookup

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### Abstract

*In the present post-modern era, the concept of power, above all politic, has transformed itself from power on man to power over the human species. The capitalist restructuring, followed by the crisis of Western societies, had the effect of creating a neo-liberal system. In this new scenary not only emerges a series of conflicts of power and representation, but also new forms of resistance. The macro-phenomenon of the global migration to which we assist includes all and three of these reactions I just quote to the current political order, which it can be analyzed according to these interpretative categories: racial discrimination, gender difference and the role of education in front of these challenges. The purpose of this contribution is the de-structuring of social phenomena through these interpretative categories to identify possible solutions to contemporary pedagogical emergencies.*

*The engine of the innovative process is creativity, based on every critical intelligence [1]. Creativity generally affects the entire organization of education, which depends on the valorisation and re-capitalization of subjects'knowledge, skills and life experiences. Even the gender category has effects on the reading of globalization, in fact, educational discrimination is done both in the countries of origin and in the countries of arrival. The filter of the crisis that creates new poverty, requires a 'multidimensional' care and responsibility of social institutions. The trinomial of the division of labor, social inequalities and the different access to goods and services, including education, must necessarily be balanced by education professionals in the perspective of equal opportunities and vital balance. The national and international documents on adult education have already, at least theoretically, adopted education policies for democratization of marginalized cultures, self-realization and preservation of the premises. It is now up to the sciences of education to make these possible targets 'operable'.*

**Keywords:** *Intercultural education, new needs, social inequalities, discrimination;*

### 1. Introduction

The contemporary context, marked by complex phenomena such as globalization, neoliberalism and last but not least the 'crisis' at the end of the millennium, is imbued with new meanings linked to a true knowledge's economy. The social effects of economic change have not resulted in equality of opportunity, but rather in inequality and increase of poverty. The role of education, therefore, must necessarily adapt to the new situation of context [2] and address the understanding of ethnic and racial relations. The global economic, political and social conditions in the twenty-first century favor, in fact, the transactions towards a free market economy, the democratization of marginalized cultures, the self-determination and the realization of the subjects. Such processes produce in some cases negative effects on public education, which, faced with the educational marginalization connected to local education, effectively neglects the challenges of the contemporary world. In more westernized societies, the same conditions become opportunities for innovation and for the construction of plural strategies and inter-national alliances. The economic and social crisis, unemployment, the precariousness of work and the contraction of consumption have changed the forms of political, social and identity organization. The exposure to stimuli and traumas for separation from homeland and family contributes to the development of emotional, behavioral, cognitive and social skills. In this new form of social interaction is necessary the implicit acquisition of social skills and behavioral rules [3]. In recent years social inequalities are increased with the consequent increase in moments of conflict. For these reasons, systems and values are being restructured and require a profound reflection on the relationships underlying them.

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## 2. Materials and methods

A systematic review of the existing literature on the topics of global immigration, gender discrimination and the role of education that have been used as keywords to search for articles in the main international databases. Finally, the contributions were selected looking for abstracts and articles published on the themes of this study.

keywords	Studies analyzed (2012-2017)
global immigration,	n.17
gender discrimination	n. 9
role of education	n. 7
	Total n. 33

Table 1. Number of studies analyzed in this paper

In general, various studies consider the forms of social representations invested by dynamic change towards new forms of stability. Globalization has produced inequalities within states, such as the reduction of guaranteed work among the population and consequently migratory movements that have modified working and identity settings worthy of psycho-pedagogical reflection: The products of modernity have on the one hand reduced the distances time-space on the other hand have increased the poverty of the peoples characterized by the loss of points of reference and therefore the poverty creates attitudes of hostility and closure. The migratory flows of recent years, in various directions of the world, have compounded the inequalities inherent in social stratifications shifting the focus of research towards ethnic and racial relations. In addition, the diffusion at the global level of ethnic prejudice shows that in current Western societies there are phenomena of rupture of the existing social system through the pressure of active minorities [4].

topic	causes	consequences
global immigration,	globalization	Racial discrimination
gender discrimination	neo-liberal	Inequalities of opportunity
role of education	Crisis	Face emergencies

Table 2. Causes and consequences in the contemporary context

The crisis of the third millennium does not exhaust its meaning in the economic dimension of the phenomenon, although important for the survival of individuals, but it takes on importance in relation to the modification of cognitive structures that must adapt to new community and relational contexts. The subjects are poised between the search for cultural models that they have and new cultural models that dominate in the target societies. This contact leads to changes in affectivity and feelings of anxiety that can be overcome by institutional support with a view to the possibility of a better perspective. The motivation also undergoes a series of modifications and obstacles in the various phases of the migratory process; it is already influenced by both individual differences and cultural identity, and it plays a fundamental role in individual and group engagement in social, educational and work activities. Finally, intrinsic and extrinsic motivation must juggle between economic crisis and cultural discrimination. Although studies have shown that only intrinsic motivation has positive predictive effects on academic performance, they are all in agreement in proposing a reinforcement of this dimension for the secondary beneficial effects on society [5].

## 3. Results and discussions

In this section, the main contents of the selected literature will focused on negative effects of global immigration. The present study provides interesting theoretical ideas on the basis of which studies can be made to investigate the phenomenon of gender discrimination and the value of education and how the same education can become a prevention of social conflicts. In fact, both intra-unit and extra-unit conflicts are in progress and in a latent way [6]. Statistical data on the composition of the various occupational sectors in Europe [7], don't show only a polarization of male and female presences in



certain educational and professional sectors, but also of different origins ethnically associated with the matrix of gender and racial stereotypes. The presence of women is prevalent in the areas of "welfare" work (assistance, social, etc.), while men are present in a massive way in "technical" ones. The problematic aspect of the demand lies in the low quality that often characterizes professional occupations: exploitation, undeclared work, precariousness. Migrants are not always culturally weak subjects, they become in the arrival societies in which they have to perform the most humble jobs. Women's work is even more deprived of social and political recognition. Work, if it is not a cause, is at the center of migratory movements. In this system, gender and race stereotypes act on the already few occasions of professional success determined by the crisis of the capitalist system, but they act also as self-exclusion from the possibilities of work and social inclusion.

	male	female
"welfare" work*	21,00%	89,00%
"technical" work*	79,00%	11,00%
*data related only to declared employees		
precarious work	29,00%	20,00%
Stable job	20,00%	13,00%
Unemployed (undeclared work)	51,00%	67,00%

Table 3. Percentages of employed immigrants

Although in the specialized literature above all of American feminism in the last decade the theme of racial and gender disparities at the global level has been widely discussed in these theoretical reflections, but there are still conditions of disadvantage, in effect, the expression "new poverty" is now widespread. Prejudices and discrimination contribute to constructing a negative perception of oneself and a reduction of self-esteem that also leads to self-aggressive attitudes. In this discourse, the commitment to professional success depends precisely on the perception of one's own abilities, those who do not perceive themselves as skilled renounce a priori to commit themselves. Furthermore, the effect of pygmalion and self-fulfilling prophecy affect prejudice and discrimination; not only discriminated individuals confirm discriminatory expectations with their behavior, but on the other hand, if an educational institution expects lower profits from immigrants, it will eventually hinder their learning at school [8].

#### 4. Conclusions

Overcoming the limits produced by stereotypes makes it possible to make conscious choices and to be aware of their real potential. The end of the crisis makes it possible to satisfy the basic needs in relation to the retrieval of material resources for survival; certainly it is not a sufficient condition to satisfy the secondary needs of human beings. This second aspect of the problem connotes responsibilities from institutions for social and cultural welfare. Emotions, relationships, group dynamics, cognitive processes and coping styles become the main theme of theoretical and practical psycho-educational reflection in the new social context that is being formed [9]. The perception of the subjects that have them of the society that it welcomes them becomes indicative of the type of society that hosts them that perceive it as already structured or based on the relations of its members, a hostile community or places of care [10]. Moreover, Western societies, invaded by different types of gender discrimination, propose male models with high levels of stress that become even more pronounced when they are read in relation to migrant men and women. The teaching left by classical psychology is the re-evaluation of conflicts and crises in physiological terms and of a necessary condition for a better development of personality. Improving motivation, reducing discrimination and managing conflicts, as previously reported, produce positive effects in terms of development, cohesion and socio-economic wellbeing. If redistribution alone does not solve the problems of social justice, the practice of recognition allows individual autonomy through social approval. Today, the same kind of challenge presents itself to the social sciences that must be able to manage the conflict considering many variables involved as identity, community, gender, roles, dysfunctions, communication, aggressiveness, etc. for a better construction of intercultural cohabitation [11]. Future research



perspectives can investigate these changing psychological dimensions in migrant subjects in new cultural contexts and the societal responses to these system changes.

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