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conditions of crisis (2009-14), dealt with budgetary cuts and altering management structures. The budgetary cuts affected the provision of education services to several categories of pupils, as for example, preschool, compensatory or special education. At the same time, instead of finding funds for the aforementioned provisions, education policy focused among other things on changing patterns of governance, especially in tertiary education.

At closer look, the changed patterns and structures in the management of education are based on a kind of logic called "formal rationality", according to Weber. New management positions, both academic and non academic were created (e.g., faculty dean, and institution council). Additionally measures were introduced that affected the way work is being controlled, such as evaluation of work performance both at individual and collective level.

The questions I pose in this paper are, What kind of changes are introduced by the recent educational reforms in the structure of governance and what are the consequences?

The answer to the questions above is based on research material from Greece. The theoretical framework draws on the classical theories of Durkheim, and Weber, and on more recent approaches on governance.

The results show that due to the introduced changed, institutional relations of power tend to become more complex and opaque. Educators and students participate in a system that becomes more abstract and depersonalised. Do all these improve quality of education?

RN10 | Session 02b Ethnicity and Schooling

Multicultural School Leadership and The Ethnic Prejudice of Belgian Pupils

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Worldwide migration processes are associated with increasing ethnical diversity of schools in western societies and coincide with a growing number of studies focusing on out-group attitudes of ethnic majority pupils. Research carried out on explaining variability in ethnic prejudice mostly focuses on individual student-level characteristics, neglecting the influence of school leaders and teachers. However, school leaders and teachers are able and have a professional responsibility to reduce ethnic prejudice among ethnic majority students in their schools. This can partly be done by paying attention to other cultures in school regulations, school policy and in the classroom. Many studies offer school leaders and teachers suggestions on how to develop more multicultural attitudes and social behavior, but rarely, the actual effects of these multicultural practices on pupils are examined. Therefore, this study will examine the association between multicultural school

leadership and ethnic prejudice of Belgian pupils in the Flemish context, taking into account individual and school characteristics that have been shown to be related to ethnic prejudice. Multilevel analyses were performed on data from the Racism and Discrimination in Secondary Schools Survey, collected during the school year 2014-2015, including 2006 Belgian pupils in 38 Flemish secondary schools. The analyses showed that the degree of multicultural leadership in schools is not related to pupils' ethnic prejudice. However, Flemish pupils in schools with a more multicultural teacher culture, i.e. where teachers use more examples from a variety of cultures in their discipline, were less ethnic prejudiced.

Understanding the impact of school's ethnic composition on Mathematics results of the students with immigrant origin in primary school

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Scientific interest concerning the impact of school's compositional effect on student performance has intensified throughout the current century, as the subject has been vastly explored by researchers in various national contexts (Agirdag, Van Houtte & Van Avermaet, 2012; Jensen & Rasmussen, 2011; Van der Slik, Driessen & De Bot, 2006; Schnepf, 2007; Goldsmith, 2003, Lleras, 2008). These effects have usually been studied taking student outcomes as measured by standardized tests on different school subjects and levels of education.

In Portugal we conducted a research using an extensive database (16 269 students and 417 schools) with the results of fourth grade students on Portuguese Language national standardized tests in the Lisbon Metropolitan Area (2009-10). We intent to reveal what are the main factors behind students results in public schools giving special attention to the effect of ethnicity, considered both at the student level (its national origin) and at the school level (the schools ethnic composition). A multilevel analysis was developed involving both individual level variables and school level variables to answer the following research questions: Does the schools' ethnic composition effect on Portuguese Language scores stand when students' gender, social and ethnic origins are taken into account? Does this effect stand when the schools' social composition is taken into account? How does the schools' ethnic composition moderate the relation between having/not having an immigrant background and students' Portuguese Language scores, when the socio-economic status (SES) of both students and schools is controlled?