



Diversity is the New Mainstream

Pathways to Success for Children of Immigrants in Europe

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Multi-cultural Society is a Reality

- **Political leaders in Europe: “Multi-cultural society has failed!”**
- **Reality of forty years of international migration in our big cities**
- **Increasing presence of the global in the local big city context**
- **Majority Minority Cities (e.g. New York, Los Angeles, and Toronto)**
- **Diversity is becoming the new mainstream in our cities**



Education in an Increasingly Diverse City

- **The success of our big city schools has become highly depended on how we handle diversity.**
- **Children of immigrants arrive in large numbers in Higher Vocational Education (BA).**
- **Higher Education is re-inventing the wheele (ignoring the thirty years long experience with diversity in education).**

Access and Retention in Higher Education in Europe

- Are there differences in access to HE for children of immigrants accross Europe?
- Do they follow different pathways?
- Are retention rates different?



INTERVIEWS per city and group (Nov. 2008)	Turkish	“Yugoslavian”	Moroccan	Comparison Group	Total
Germany: Berlin	255	202	-	250	707
Frankfurt	250	204	-	253	707
France: Paris	248	-	-	174	422
Strasbourg	252	-	-	177	429
Netherlands: Amsterdam	237	-	242	259	738
Rotterdam	263	-	251	253	767
Switzerland: Zürich	213	252	-	202	667
Basel	252	200	-	266	718
Austria: Wien	252	253	-	250	755
Linz	206	242	-	234	682
Belgium: Brussels	250	-	257	271	778
Antwerp	358	-	312	303	973
Sweden: Stockholm	250	-	-	250	500
Spain: Madrid	-	-	250	250	500
Barcelona	-	-	250	250	500
TOTAL	3.286	1.353	1.540	3.642	9.843

Educational Position

2nd generation Turks of low educated parents

	Lower Secondary (at the most)	Upper Secondary or Apprenticeship	Colleges and Universities
Germany	33%	62%	5%
Austria	32%	53%	15%
Switzerland	11%	72%	17%
Netherlands	26%	47%	27%
Belgium	34%	48%	18%
Sweden	9%	62	29%
France	16%	48%	36%



How to explain these differences?

Based on the TIES survey results we argue:

- Differences in socio-economic outcomes can be explained by differences in institutional arrangements in education and the transition to the labour market.
- More precisely the interaction between these arrangements and family resources.

Integration Context Theory (Crul and Schneider 2010)



Pathway to higher education: the case of Germany

Institutional arrangements and the interaction with family resources:

- Many children do not attend pre-school. Parents are responsible for learning their children German as a second language.
- Half day schools. Because of the compressed time framework in schools parents are supposed to give practical help and assistance with homework.
- Selection at age ten or twelve. Only one in ten is tracked into Gymnasium.
- Children who succeed are exceptionally talented and parents are extremely supportive



Pathway to higher education: the case of France

Institutional arrangements and the interaction with family resources:

- Almost all children attend pre-school. From age 2 or 3 they start to learn French in an educational environment. Schools are responsible for teaching the children the second language.
- Primary schools are full days. Less depended on home work (support).
- Most important selection moment at age fifteen. More time to repair initial disadvantage of children.
- Also children who are not actively supported by their parents make it into an academic track.



Pathways to higher education: the Dutch case

Institutional arrangements and the interaction with family resources:

- Attendance of pre school varies. On average pupils start between the age of three or four. Most pupils start with a deficit in Dutch as a second language.
- Primary schools are full days. Gap closes over time.
- Most important selection moment at age twelve. Too early to repair initial disadvantage of children.
- High permeability within the Dutch school system: Pupils reach higher education through an alternative or long route.

Different school contexts lead to different pathways

Challenges with diversity in higher education are framed through the specificities of our national school systems. We can only confront them as we become aware of them.

Germany: only the most talented and supported immigrant students make it into higher education.

France: also students without parental support make it into higher education.

Netherlands: persistent students make a chance to access higher education.

Selection in Higher Education

2nd generation Turks

Countries	Drop out
Austria	17%
Belgium	39%
France	35%
Germany	22%
Netherlands	34%
Switzerland	16%

Dutch educational system creates typical challenges in Higher Education



- **Many older students**
- **Many part-time students**
- **Many students who lack academic competencies**
- **Many students who lack Dutch academic language skills**



Typical challenges for teachers

- **Teaching situation has become more complex.** Students come into the classroom with very different skills.
- **Change has happened in a very short period of time.**
- **The ethnic composition of the teaching staff remained the same.**



Thirty Years of Experience in Primary and Secondary Schools

- **First Lesson:** students will not change, the institution needs to change.
- **Recruitment:** Recruit teaching and support staff that reflect the new student population.
- **Assessment:** Monitoring and support
- **Immigrant Students as Resource:** Higher education students as mentors in Primary and Secondary Schools.



Developing a Human Resource Strategy in Higher Education

Students with an immigrant background as a resource:

- Most talented students in their communities
- Most persistent students in their communities

Developing a Human Resource Strategy:

- ⇒ Appointing Student Mentors and Tutors among senior students
- ⇒ Project leaders (for mentor projects or learning communities)
- ⇒ Advisors (diversity policies)
- ⇒ Teachers trainees (Teachers)



Summary of my talk

- **We are moving towards a Majority Minority situation. Diversity will be the new mainstream.**
- **Challenges with diversity in higher education are framed through the specificities of our national school systems.**
- **Higher education can learn from the experiences with diversity in primary and secondary schools.**
- **Diversity policies start with using the resources of immigrant students.**



Thanks!

