



Diversity is the New Mainstream

Pathways to Success for Children of Immigrants in Europe

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Multi-cultural Society has failed?!

- **Political leaders in Europe: “Multi-cultural society has failed!” Backlash against multiculturalism.**
- **Minister of Justice: We should return to Dutch norms and values.**
- **National politicians turn their back to the multi-ethnic reality in our big cities.**



Denial of the ethnic reality in cities

- **The immergence of Majority Minority Cities in Noth America (New York, Los Angelos, Toronto)**
- **Majority Minority Cities will be a reality in Europe**
- **The economic success of our big cities has become highly depended on how we handle diversity.**
- **Who will replace the baby boom generation?**



Focus of the TIES project

- **Does the second generation get the same chances across Europe?**
- **Change the common question: Why do children of immigrants fail to integrate? into Where do societies fail to integrate children of immigrants and where are they successful?**
- **Where do institutions, policies and societies offer chances and where do they block chances?**

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%

Explaining 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 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.

Labour Market Position: Chances

2nd generation Turks (low educated parents)

	Professional
Netherlands	28.6
France	26.6
Sweden	27.0
Belgium	17.2
Austria	15.6
Germany	13.9



Young Urban Professionals

- **Sweden, France and The Netherlands: Doctors, teachers, ICT software engineers, accountants and managers.**
- **Shortage in highly skilled workers in the coming decade. Baby boom generation is leaving while the 2nd generation comes into the labour market (non zero sum mobility).**



The crucial role of women

- **In Sweden more than three quarter of the women with children work (mostly in full-time jobs).**
- **In Germany only a third of the women with children work.**
- **Free or low cost child care facilities and a full day school system provide an avenue for emancipation of women.**
- **Teachers assistants, dentist and pharmacy assistants and social workers.**



Thanks!

