

# Second generation of Migrants in the Netherlands and main results of the Bridge training course

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Bridge conference

“Descendants of immigrants from school to adulthood and  
professional life: comparing European national cases”

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# Content of the discourse

- Introducing ROC Nijmegen
- Position of migrants in the Netherlands
- Brief overview concerning labour migration
- Population divided to autochthon and allochthon
- Allochthon population first versus second generation
- Unemployment
- Dichotomy amongst second generation of migrants
- Educational opportunities
- Vocational Education and training: VET
- Higher Education
- ROC Nijmegen: innovative frontrunner in colourful educational teams
- Values of the Bridge training course



# Introducing ROC Nijmegen





# Brief overview concerning labour migration

- a. Period 1945 – 1960
  - \* Emigration
- b. Period 1960 – 1975
  - \* Guest labourers for lower educated labour
- c. Period 1975 – 1995
  - \* Family reunion and family building
  - \* Surinam immigrants
- d. Period 1995 – 2010
  - \* Increasing participation autochthon workers
  - \* New laws
  - \* High educated allochthon labourers



# Population divided to autochthon and allochthon

Category	2010	2020	2030	2050
Autochthons	79,9%	77,7%	75,6%	71,3%
Allochthons	20,1%	22,3%	24,4%	28,7%
- western	9,0%	9,6%	10,1%	11,5%
- non western	11,1%	12,7%	14,3%	17,2%
Total	100%	100%	100%	100%

Prognose 2010-2050; Autochthons and allochthons

Source: Dutch Central Buro for Statistics, Yearbook 2009



# Allochthon population first versus second generation

2035 Second generation > first generation



# Unemployment and dichotomy

- Economic crises
- Allochthon social network versus Autochthon labour environment
- Dichotomy within migrants themselves



# Educational opportunities

- Vocational Education and Training
- Higher Education



# Innovative frontrunner in colourful educational teams



**ROC** NIJMEGEN

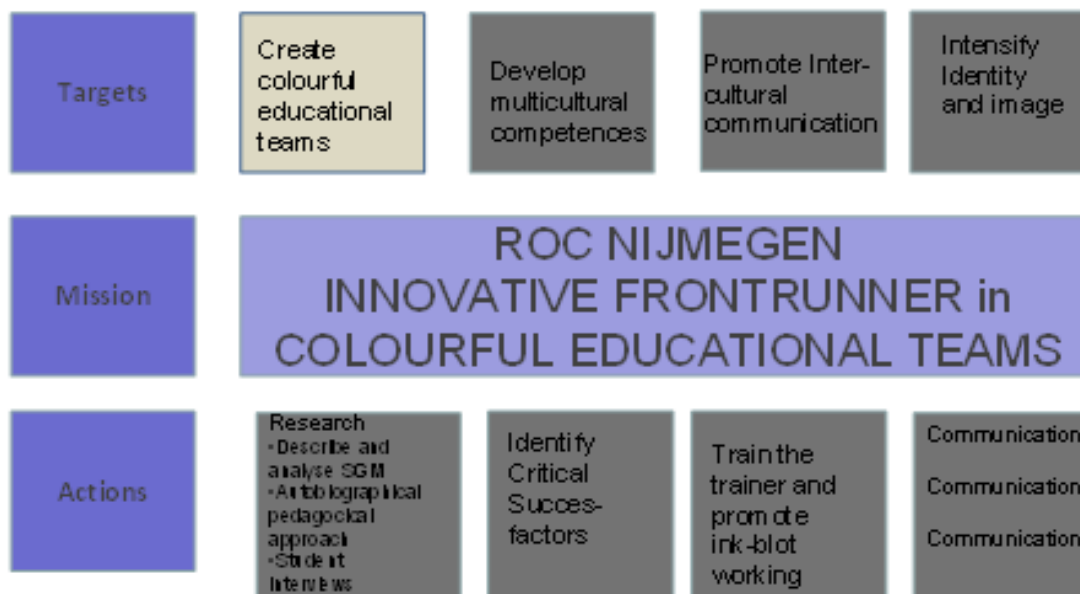
- \* Colourful educational teams
- \* Intercultural effectiveness training
- \* Diversity is worth while

# Recommendations out of Dutch good practices

- Active policy is necessary
- Multiculturality is important
- Difficult to recruit allochthon teachers
- Invest in recruiting when possible
- Train autochthon teachers in multicultural competences
- Built up a network of allochthon leading persons
- Give multicultural policy a face: the appointment of an ambassador for diversity



# STRUCTURE



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# Values of the Bridge training course

- Reflection on research
- Good practices from partner countries
- Autobiographical approach
- Cultural emphasis: identify the feelings and behaviour of the migrant
- Open mindedness: unprejudiced attitude towards other cultural standards and values
- Social initiative: disposition to step outside into another culture
- Train the trainer
- The trainingscourse itself and the other products (CD rom)

