



Pathways to Success

Does the Integration Context Matter?

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Research Projects

- **TIES Survey Project**: European Standardized Survey among ten thousand respondents in 8 countries.
- **ELITES: Pathways to Success Project**: A qualitative project on successful 2nd generation adolescents in Sweden, Germany, France and The Netherlands.
- **RESL.eu Project**: European survey among at risk youth in 9 European countries and in-depth interviews with pupils, teachers, principals and other stake holders.

TIES Survey Project

- Survey in 15 cities in eight countries
- Respondents between 18 and 35 years
- Turkish, Moroccan and former Yugoslavian descent and a native comparison group





Positioning the TIES project in the international debate on school success

- **Most researchers study different ethnic groups in one city or one country context.**
- **This puts the emphasis on the immigrant groups themselves.**
- **The integration context is often taken for granted or given.**
- **What is the importance of the national integration context?**



New Theoretical Framework

Comparative Integration Context Theory

Special Issue Ethnic and Racial Studies

(Crul and Schneider)

- National institutional arrangements (citizenship law; social and political institutions; institutional arrangements in education and the labour market) have a huge influence on social mobility trajectories.
- Interaction between institutional arrangements and family resources.



TIES Survey Details

- **Same groups (Born in Turkey, Morocco and Former Yugoslavia)**
- **Same starting position (born in Europe)**
- **Same age group (18-35 year)**
- **International standardized questionnaire**



Retrospective Approach

- **Careers instead of only the final outcomes**
- **Relating outcomes to institutional arrangements in school and the labour market.**
- **Reconstructing the full school and labour market careers**



TIES questionnaire: Educational Careers

- **At which age did you go to school for the first time. This would include pre-school?**
- **How long did you go to pre-school?**
- **At which age did you go to primary school?**
- **What school advice did you get?**
- **At what level did you start secondary school?**
- **Etc.**

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



Integration Indicators

- Socio-economic indicators

=> Education

=> Labour Market

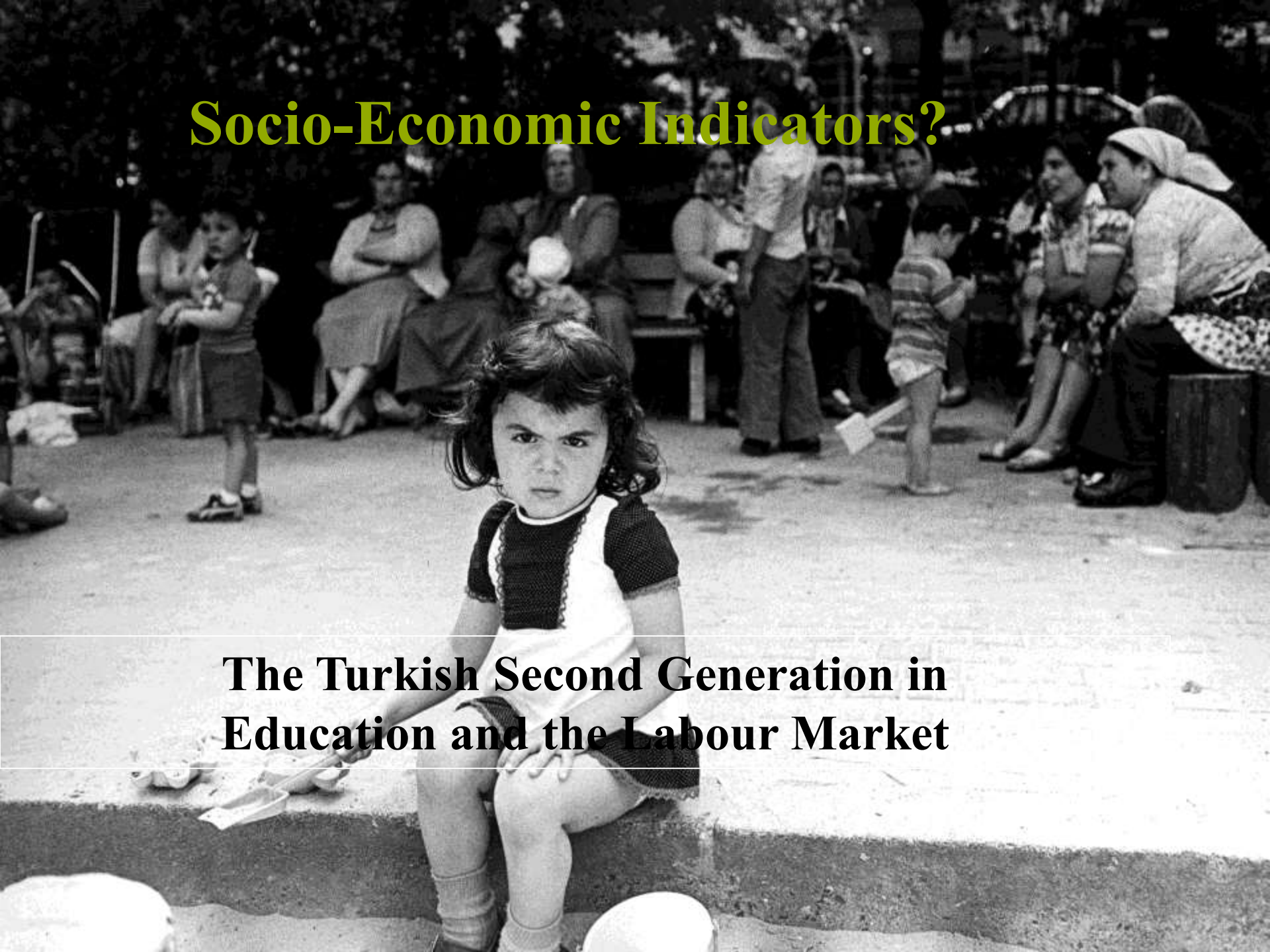
- Socio-cultural indicators

=> Religion

=> Social relationships etc.

Socio-Economic Indicators?

**The Turkish Second Generation in
Education and the Labour Market**



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	13%	72%	15%
Netherlands	26%	47%	27%
Belgium	34%	48%	18%
France	16%	48%	36%
Sweden	9%	59%	32%

Early School Leavers (Germany)

- Many children do not attend pre-school. Parents are responsible for teaching 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. Half of the children are tracked into Hauptschule (marginal track).
- Transition to apprenticeship at age fifteen. Finding an apprenticeship is problematic and demands an active role of students and parents.



High Achievers (Sweden)

- **Almost all children attend pre-school. From age 2 or 3 they start to learn Swedish 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 is at age fifteen. More time to repair initial disadvantage. Also those children who are not supported by their parents make it into an academic track.**



Permeability (Dutch case)

- 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 and selection moment is 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.

Labour Market Position

2nd generation Turks (low educated parents)

	Professional Job
Sweden	27%
France	27%
Netherlands	25%
Belgium	17%
Austria	16%
Germany	14%

Labour Market Position

- **In Sweden and France: upcoming middle class (doctors, lawyers, managers)**
- **In Germany and Austria: marginal labour market position (unskilled work, temporary contracts, unemployment)**



Position of Women in the Labour Market

- **In Sweden two third of the women with children work (mostly in full-time jobs).**
- **In Germany only a third of the women with children work (mostly part-time).**
- **Organisation of care work**
- **1 or 2 breadwinner households!**



Pathways to Success

- **The Turkish communities will develop very differently across countries.**
- **The emergence of a highly educated group that takes the lead in the emancipation of the group in Sweden, France and the Netherlands.**
- **Hardly any mobility in Germany and Austria and a tendency for a conservative agenda.**



Success Factors I

Institutional Arrangements:

- **Early Start**
- **Full day school (making homework at school)**
- **Late selection**
- **Permeability of the school system**
- **Apprenticeship (smoothen the transition to the labour market)**
- **On the job training**
- **Low cost child-care facilities**



Success Factors II

Attitudes and Resources within families and significant others:

- **Parents attitudes towards education (primary school)**
- **Practical help and support older siblings (secondary school)**
- **Practical help and support peers (tertiary education)**
- **Institutional agents (teachers, mentors, school councillors)**



Role of the successful group: Giving Back

- **Nine out of ten successful students help and support younger family members (continuously).**
- **Half active in home work classes and mentor projects (during tertiary education).**
- **Role models in society for the younger generation.**



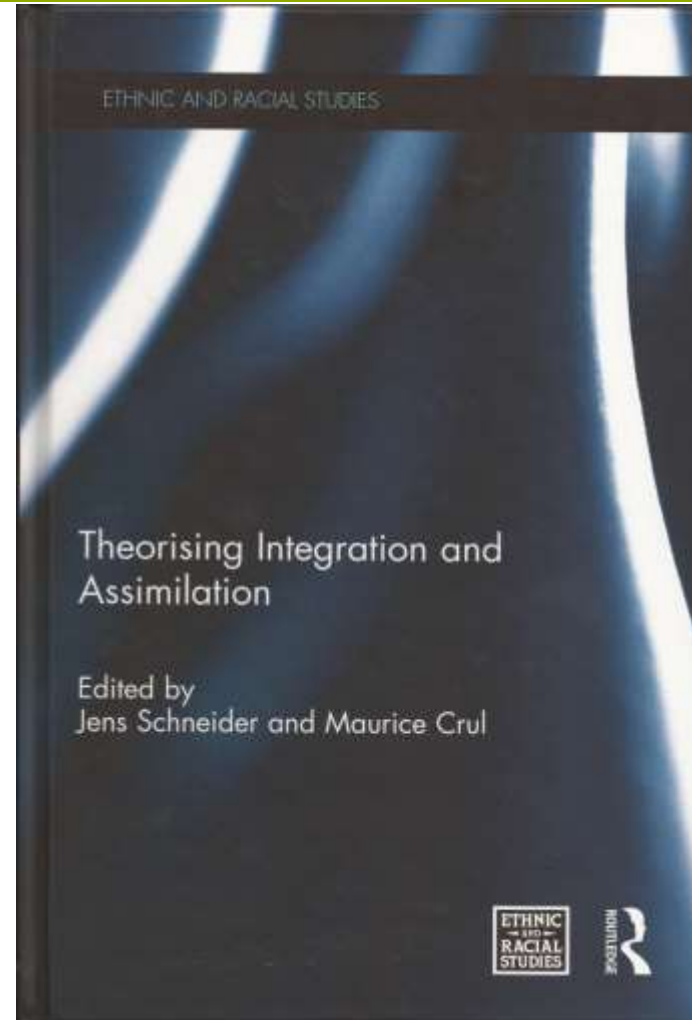
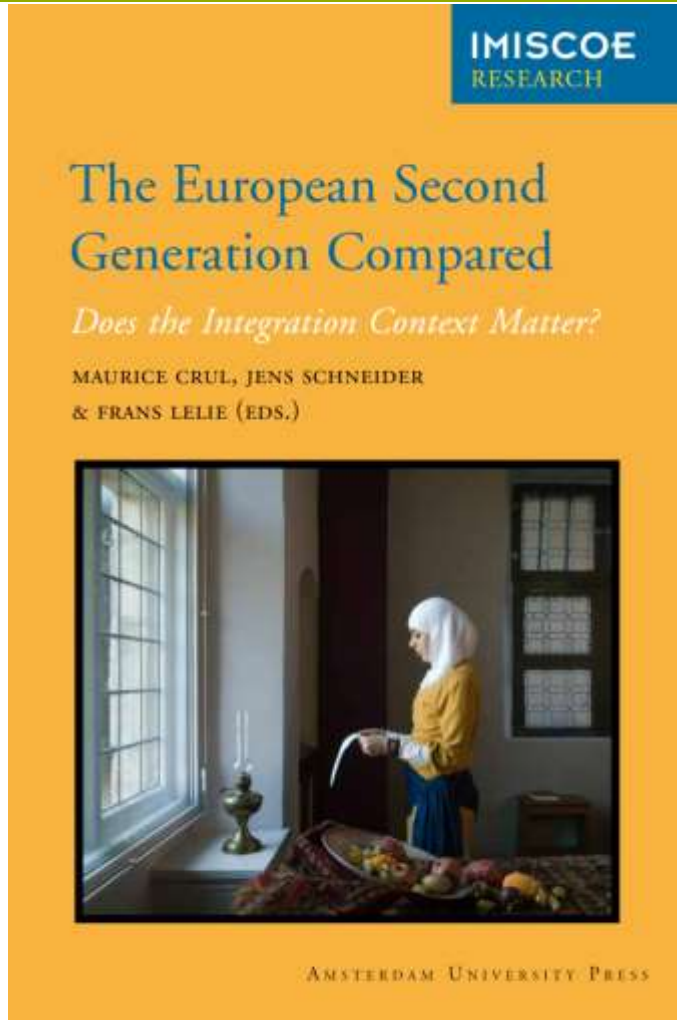
Early School Leavers

- **The RESL.eu project (2014-2018)**
- **Longitudinal survey among at risk youth.**
- **First wave (2014): 1^e and 2^e Cohort (16 and 18 year olds).**
- **Second wave (2015/2016): 1^e and 2^e Cohort (18 and 20 year olds).**
- **Literature review, interviews stakeholders**

Early School Leavers: Netherlands

Early school leaving as a process:

- Not attending pre-school
- Segregation in primary school
- Repeating classes in primary school
- Formal early tracking and concentration in lower secondary school
- Repeating classes in secondary school.
- Transition to middle vocational education (1 and 2 year tracks)
- Compulsory school age (age 18)
- Stage and apprenticeships (BOL vs BBL)
- On the job training
- Lack of second chance options





Thanks

<http://www.tiesproject.eu/>

<http://www.elitesproject.eu/>

<http://www.resl.eu/>