

RAISING EUROPE

Integration and education: strategies to improve the well-being and progress of children from non-western origin in secondary education in the Netherlands

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1 INTRODUCTION

1.1 topic

Although most of us are aware of the difficulties one experiences learning a different language, probably few of us know by experience what it's like to learn a new language in an environment with different standards and different expectations than the ones we are used to. Children from non-western origin that live in the Netherlands (and every other European country) DO know. They experience it every day in school. What can be done to help these children find their way in school and society? That's the issue my paper addresses.

1.2 research question

As I indicated in the paragraph above I will investigate which strategies are developed to make the Dutch education system fit for the integration of new citizens. Considering the vastness of this topic I have limited my investigation on several levels.

In the above I already mentioned that only for certain groups the outcome of the integration process appears to be troublesome. I will focus on one of these groups: Marokkan youth. Marokkan youths, especially boys, more often experience difficulties finding their place in society than other groups of new citizens. They relatively often leave school prematurely, they get involved with criminal activities more than other youths, they get a lot of negative media-attention and they often feel discriminated.

A second limitation concerns the field of education. Elementary school, secondary school and adult obligatory language education all face specific problems. Next to that, there are problems that are more or less similar. Here I focus on secondary education. This partly stems from my own interest. I currently teach at a secondary school. Much more important however is the fact that in this period, children start to orientate at the grown up world, society and the role they want or expect to be able to take in it. In this period children start developing their own identity and the outcome of this process will highly effect the developments of certain groups and the Dutch society as a whole in the next generation. For this reason I think that it is crucial for secondary education to provide new citizens with enough means to find their way. That's why I decided to focus on this part of the education field.

To make my question investigable, I will limit myself to three problems in secondary education that are addressed by 'FORUM', an organisation in the Netherlands that supports the multicultural society by discussing and debating on a large variety on subjects, by

stimulating discussion and developments, by initiating projects, by giving advise to the government and by reacting on their practices and last but not least by informing people about initiatives taken all over the country. These three problems are presented as the main problems concerning integration and the quality of education. The forum-internetsite ([www. forum.nl](http://www.forum.nl)) also mentions several projects which adress these problems that will take place between 2004 and 2007. Developments seem to be in a beginning stade. I'm eager to find out what strategies have already been developed.

Resuming all the above, I will investige the following question: What strategies have been developed to meet with the problems that Marokkan youngsters experience in secondary education in the Netherlands?

1.4 Field of research

To investigate this question, I will collect information on developments of minority groups in secondary education, on leading pedagogical insights and on political answers to the current situation. The fields of research therefore are sociology and pedagogy

2 DIVERSITY

2.1 definition

The concept 'diversity' indicates the variety among a population living in a society. In this context diversity specifically concentrates on the multicultural society. This means that the diversity that stems from different generations, different religious preferences, different social positions, differences between working-classes and differences between men and women (which still is considered to be a relatively homogenous group) is broadened with differences that stem from the arrival of a scale of new ethnic groups and the differences that exist or emerge between generations e.g. of this new ethnic groups.

2.2 specification

In the past seventy years, the number of immigrants and the diversity among them has increased significantly. Between 1971 and 1998 the number of nationalities living in the Netherlands has grown from 28 to 110. Also, the diversity between these nationalities has grown due to the arrival of different groups from within one nationality, and an increase in generation differences among these nationalities. Prognosis is that by 2020, 15 percent of Dutch citizens will have a non-Dutch origin. Considering this prognosis and the fact that minorities form an increasing group of citizens, the Dutch society recently decided to consider itself as an immigrant society (P. Meurs and N. Broeders: 2002).

As my paper directs the problems that stem from tensions between the Dutch society and some of the Marokkan youth (not all Marokkan youth experiences the same problems at the same intensity), I will now elaborate on the specific problems that rise from the diversity of those two parties.

In her study on troublesome behaviour of Marokkan youth T. Pels (Pels 2003) emphasizes that problems with Marokkan youth should be considered not only by studying the cultural aspects of Marokkan youth, but also by studying the context of the society in which the problems appear. Taking this in consideration she notes the following: The way the Marokkan youth is raised, the the values that are promoted (suspicion en macho culture) and the disadvantaged position Marokkan people have in society, combined with the different values held bij the Dutch society about raising children and how to prepare for adulthood and the general disapproval of the level of participation of Marokkan citizens in Dutch society, put the Marokkan youth in an awkward position.

Marokkan youth is traditionally expected to learn about right and wrong from

experimenting and being controlled by their surroundings. When, during school and other social activities out of sight of their families, this specific –quite violent- social control is missing, Marokkan youth often proves difficult to handle. The experimenting attitude, combined with the highly valued virtue of manhood (you have to prove yourself) and the lack of positive examples and opportunities of acquaintances in the Dutch society, negatively influences their behaviour. On top of that, the virtue of manhood makes Marokkan boys extra vulnerable to negative comments from their environment. Marokkan youth, therefore, more often has a negative perception of others, which increases the possibility of escalation.

3 INTEGRATION

3.1 definition

In Dutch society, integration means 'to become a citizen'. A 'citizen' in this sense, is a person that has accepted a virtual contract with the government: in the Netherlands, citizens are expected to participate actively, in exchange for social and civil rights. This means you have to participate, take responsibility and communicate with others¹. In this paper, the integration I refer to is the integration of ethnic minorities: people from non-Dutch origin. In this chapter, I will shortly describe the level of integration of new citizens in Dutch society and the recent history of the immigration policy.

3.2 facts

Paul Tesser als Jacco Dagevos (P. Tesser, J. Dagevos, 2002) described the level of integration of ethnic minorities for the fields of education and labour in the Netherlands. To provide the necessary context for my paper, I will recall their description of the rise of an underclass of ethnic minorities in the Netherlands and present their view on the current integration level of ethnic minorities.

Of course not all immigrants find severe difficulties entering the labour market. Highly educated and several ethnic groups often do equally well in Dutch society as people from Dutch origin. Problems arise where certain groups have low opportunities. An important example of such a group are the former host workers (gastarbeiders) and their families. In search for cheap employees the Dutch government in the fifties invited people from Turkey and Marokko to come to work in the Netherlands. When the economic situation changed in the eighties a lot of host workers, lost their jobs and became dependant on the Dutch welfare state. After a while it became clear that it would be hard to reintegrate these people on the labour-market. Most of them had a low education level, didn't speak the Dutch language properly and didn't feel obliged to provide for themselves.

Although the government has taken all sorts of arrangements to improve the possibilities of this group of people on the labour- and housingmarket, their situation hasn't improved as much as hoped for. This is due to the fact that arrangements are often not supported by social partners and are too difficult to obtain because of the highly bureaucratic procedures. Next to that the concentration of minorities in certain areas make it less likely for ethnic

minorities to find a job (because they lack the required network). On top of everything, the number of immigrants that is not familiar with the Dutch society and language and therefore is not likely to find a job, keeps increasing.

Although the situation of certain groups still needs a lot of attention, developments show that the overall position of minorities has improved significantly in the nineties. Due to economic welfare the unemployment rate dropped and the relative difference between unemployed people from Dutch and non-Dutch origin decreased. Unfortunately the current recession hits the employees from non-Dutch origin most, because most people still favour employees from Dutch origin (they are considered to be more reliable etc).

Furthermore, several groups are still being excluded from the labour-market: Turkish and Moroccan people still have a large unemployability. This is partly due to the developments mentioned above. In addition, Turkish and Moroccan women often haven't found their way to the labour-market.

In the field of education, progress of children from non-western origin used to be troublesome: a lot of children from non-western origin followed a low level of education and there were lots of drop outs. This meant that a new generation of non-western immigrants would not be able to meet the demands of the Dutch labour-market.

Investigation showed that these developments mainly derived from the language difficulties children experienced, due to the fact that a lot of children from non-western immigrants don't speak Dutch at home. Language difficulties led to bad results, which undermined motivation. This caused a downwards spiral which eventually led to drop outs in secondary education.

Although the education level of most groups of children from non-western origin improved in the nineties, some groups still need special attention. The language level of Turkish and Moroccan children at the beginning of their school career, for example, hardly improved. Due to special care – extra language lessons e.g. - the education-level for these groups, the language level of children from non-western origin that attended the extra courses by now hardly differs anymore from the level of children from Dutch origin at the beginning of secondary education. This is a promising development.

Unfortunately this does not take away the problem. Still 50 percent of the Moroccan youth with less opportunities do not attend the early language courses due to lack of capacity and other factors. Next to that, language is not the only problem children from non-western

¹ This aim, which I derived from the educational deprivation policy of the Netherlands 2002-2006, corresponds with the three dimensions of integration posed by G. Engberts in the lecture he gave in Dubrovnik 2004: functional, moral

origin experience in de Dutch schoolsystem. The developments in the direction of a self-structuring system in which children become responsible for their own learning activities conflicts the highly structured way in with children from i.e. Marokkan children are being raised. As a result, Marokkan children obtain lower results, and become difficult to handle. This also results in an increased number of drop outs. On top of that Marokkan parents often have different priorities than the average Dutch parent – i.e. helping the familie or joining family business is considered more important than school- . This also causes problems at school. The above shows that giving extra attention to children from non-western origin needs to be continued and increased.

3.3 policy developments

According to A. Fermin, current integration policy in the Netherlands resulted from the policy on minorities in the eighties, the debate on active citizenship and the governmental and institutional context in the Netherlands. Fermin points out that the minority policy in the nineties was bases on three targets: social and cultural emancipation in a multicultural society, diminishing the social and cultural underclass, repressing discrimination and improving the minorities' legal status (A. Fermin 2001). He ascribes the lack of an integration policy in the eighties to the following: the general opinion that strengthening the own indentity would enhance the integration, the opinion that migration problems would stay limited as a result of the followed restrictive immigration policy and the fact that policy on minorities has been decentralised over different departments.

The switch to an integration policy stems from two major insights: that the Netherlands is an immigration country and therefore needs an immigration policy, and that arrangements need to be made to protect the dutch care system against high unemployment rates of minority groups.

4 SECONDARY EDUCATION IN THE NETHERLANDS

4.1 law and facts

In 1848 freedom of education has been included in the constitutional law of the Netherlands. This meant that everybody was allowed to start a school. The state didn't prescribe the content of education and people were free to choose a school that endorsed their own conviction or religion (special education). In 1917 a new law was added: article 23 of the constitutional law. It states that the government subsidises both public and special education.

In the Netherlands, schools are founded by municipals, school boards or on private grounds. Schools which are founded on private grounds can be distinguished by confessional special schools and neutral special schools. In confessional schools the education is based on certain religious beliefs like Catholic, Protestant, Jewish or Islamic. In neutral special schools pupils are taught in an alternative pedagogic method like Montessori or the Dalton method.

At the moment approximately 65 percent of Dutch children attend special school education, whereas 35 percent attends public schools. This number can be explained by the increased popularity of neutral special education and the relatively low quality of public education. Nowadays, choosing a school is mainly determined by aspects like quality, location and percentage of 'black students': secondary schools with more than 40 percent students from non-Dutch origin are called 'black schools'. Due to insufficient knowledge of the Dutch language and other factors, these schools often get lower results (lower percentage that finishes successfully and a lower average with final exams), which brings parents to put their child(ren) on a 'white school'. (source: research by students of the VU on religious special education in Europe)

In secondary education in the Netherlands there's 900.000 students divided over 700 schools. Students can choose between four schooltypes: VMBO- PL/TL (vocational/theoretical, Havo and VWO. VMBO being the lowest and VWO being the highest level. Risk-bearing students form about 27 percent of the scholars. Most of these students follow the lower levels of education.

4.2 target

Due to the freedom of education, schools are expected to develop their own school targets. Although there are several differences, the general target is to prepare children to find their way in society not only by obtaining the proper knowledge but also by developing the necessary skills to live as a responsible citizen. Or as the Ministry of education puts it: 'Schools are expected to maximize school results in a safe environment, where students' well-being is being granted. Therefore (secondary) schools will have to put effort in solving language difficulties of certain groups of students, in developing students' social abilities and in remedial teaching' (letter ministry of education, 2003).

To obtain this, schools try to preserve and improve the quality of education and the level of school results. Next to that, schools recently have obtained major responsibilities in guiding risk-bearing students. This includes stimulating integration of students from non-western origin.

4.3 developments

Of course, there is a lot to write about this subject. Here I will limit myself to describe a development that highly affects the position of Moroccan youth in secondary education. Influenced by pedagogics like Dewey and Langenveld, education has focussed more and more on the assumed inner motivation of children to learn, on the social aspect of learning, on the diversity of scholars and learning methods and the importance of learning to act responsible. In secondary education this resulted in the introduction of the 'basic education' for the first years in secondary school and the 'house of study' for the last years of secondary school. This development should provide children with a basic knowledge and basic skills in the first phase, which will enable them to find their way in the house of study. Here students are expected to work for themselves, with the opportunity to consult the teacher. In the house of study the teacher is considered to function as coach and expert.

Most schools however didn't fully implement this house of study. This partly stems from individual teachers refusing to change their way of teaching. More important, however, is the fact that a considerable amount of students prove not to be able to handle the given freedom. They refuse to work and obtain lower results.

4.4 quality

The quality of education in the Netherlands is considered to be sufficient, compared to other European countries: they are scaled somewhere in the middle of European schoollevel (Ultee 1996). Next to that, the number of students that attend the highest levels of education still increases. This development is proudly ascribed to the fact that in the current Dutch society, everybody has equal chances to follow education. The quality of education however is threatened in several ways . An important threat derives from the fact that the Dutch government seems more concerned about keeping down the costs than raising the future generation. This leads to repeatedly cutting school finances and pressing for fusions between schools. Unfortunately in some cases this development has lead to 'school factories' that are less likely to spot emerging problems with individual students. Another threat stems from the growing diversity of students. The bigger the diversity, the more special facilities, methods etc. are needed. Unfortunately schools do not always have the means (knowledge, money, properly trained people) to keep up with the rising demands they meet, due to the growing diversity of the school population.

5 IMPACT INCREASED DIVERSITY IN SECONDARY EDUCATION

5.1 daily school life

Due to quality issues, the rising number of risk-bearing students – students with fewer prospects - , pedagogic developments and the interrelation between these three (and other factors), the amount of students in secondary education that fail to obtain a degree is growing. Here I will focus on the intern causes. Extern causes as increasing attraction of criminal activities, discrimination by society and rising youth-unemployment, certainly influence the outcomes of attended strategies, but to investigate this would surpass the limits set for this paper.

In everyday schoollife, problems with the rise of risk-bearing students become clearly visible with the three following problems (Forum 2004): the number of students that have insufficient knowledge of the Dutch language rises dangerously, communication with students and parents from non-western origin concerning problems with school results and behaviour of the students often fails, and the number of students that fail to obtain their educational qualifications keeps growing. Here I will elaborate on these problems.

The problem that has the first priority by schools as well as the government is the language problem. Investigation shows that students from Dutch origin are two years ahead of students from Marokkan and Turkish origin, and one year ahead of students from Dutch origin with low educated parents. Concerning the fact that children from Dutch origin with less educated parents and children from non-Dutch origin form over one fourth of the Dutch children, this means a huge threat to the education level. An example from my own education practice: when reviewing a test I discovered that children with language difficulties score significantly lower, because of the fact that these children simply do not understand the question or miss a crucial word. Furthermore, these children have far more trouble formulating an answer to a question for the simple reason that they do not have sufficient knowledge of the Dutch language to be able to express themselves properly. Because of this problem children often end up at a lower level then the one indicated by their intelligence. Further, children get demotivated by their low results and start searching for other ways to get approval. This then results in behaviour that disturbs class.

A problem that now becomes of great importance is the communication between the parties involved. As I mentioned in chapter two, the way Marokkan youth is raised and the

way they grow up, traditionally differs from the way Dutch children are being raised. As a result, teachers experience difficulties handling some Marokkan children: these children are used to be severely punished by their attenders, while the average Dutch teacher will try to mediate and point these children at their own responsibility. When this doesn't work out, the Dutch teachers will consult the parents. Unfortunately the parents' reaction often causes a lot of misunderstandings. Due to the important role honour plays in Marokkan society a problem with your child means a threat to your honour. Therefore Marokkan parents tend to deny the teachers' observations on their child. The child, at his (it often concerns boys) turn, will react by showing more inappropriate behaviour. Another problem arises from the fact that Marokkan parents expect to be informed from the start. When school contacts them at a later stage (for instance, to protect the child from suffering severe punishment from their parents) the parents are likely to blame the school for acting unprofessional. This in fact is a common thought among Marokkan parents, that stems from the fact that they find the Dutch values and culture inferior to theirs. Because of this view, Marokkan parents won't often participate in school panels or other activities that concern the optimisation of the school (L Eldering 2004).

The third problem arises from the fact that students with problems as are described above, tend to leave school prematurely.

5.2 policy

The main goal of the Dutch government concerning education is to improve its quality. By improving the quality the Dutch government hopes to equalise the chances of all Dutch students. To do this one focusses on improving skills of all parties in the education field, on improving methods and gaining knowledge on what strategies work. Further one stimulates schools, municipalities, experts, the inspection, the education counsel and the ministry of OCW (education, culture and science) to work together on the set targets and to judge the effectiveness of the activities. Also, one pays special attention to risk-bearing students by a special policy: the educational deprivation policy (het achterstandbeleid). Dutch education policy has paid special attention to risk-bearing students for the past fifty years. The last decades the policy on risk-bearing students has grown tremendously. Standards have changed and the amount of activities has increased. An important instrument introduced is the weight indication scale (de gewichtsschaal). Children are given a certain weight according to their background and other elements that influence

their school career negatively. This way children from Dutch origin with low educated parents are scaled 0.25 and children from non-Dutch origin with low educated parents are scaled 0.9. At this moment, the 0.25 children form 15 percent of the children, and the 0.9 children form 13 percent of the children. Another schale (0.4) is pointed to children who's parents have a traveling/nomad existence. Schools get special financial and other aid according to the number of children they have with the weight indications mentioned. The criteria of the weight indications still form a subject of discussion.

Also there has been a shift in tasks. From 1989 the policy on risk-bearing students has been coordinated by the municipals. Therefore the municipal educational deprivation policy (GOA: het gemeentelijk achterstandbeleid) was introduced. Recently the ministry of education decided to decentralise responsibilities even further. The new policy will be to finance schools directly. This way schools will be free to use the means in a way that suits their specific situation best.

Policy on what kind of aid is being allowed, is set for a period of four years. For the coming period, policy is to pay special attention to deminishing premature leave, meeting with diversity and optimising school results (ministry of education 2003). The subjects of this policy set for the period 2002-2006 are language, premature leave, supporting of the school career and broadening of the educational deprivation policy (Transfer 2003).

Overall aim is to provide each school with aid that fits their specific situation. This stems from the fact that each school has different demands, different circumstances and different means. Further, all parties involved aim to relate to problems concerning risk-bearing students from different angles. This way the students will be able to profit from a coherent assortment of means, put together to fit specific situations. Thirdly they aim to judge and evaluate policy to optimise and change it to (future) demands. Evaluation is done both by schools, municipals and the ministry of education.

Conform the educational deprivation policy, the following activities are being taken in secondary education:

- *Language course*: students who are categorised 0.25 will attend special language classes for Cultural Minorities (*cumi-lessen*) during their first year in secondary education. These classes aim to improve grammar and vocabulary to provide students with the necessary knowledge to be able to follow the school type that fits their intelligence. In addition to the above, one has created headclasses (*kopklassen*): these classes are designed for children from non-western origins with language difficulties. Children who

chose this option will attend these classes in addition to their primary education. Target is again to provide the students with the proper knowledge of the Dutch language to attend the school type that fits their intelligence.

- Special attention is paid to stimulate the participation of parents from children from non-western origin in school issues. Some schools organise special parent evenings for Marokkan and Turkish parents. To support and optimise activities like this, Forum spreads knowledge on activities and methods that are found effective. Also, communication between parents and schools is stimulated by pointing out contact persons and by providing these people with proper schooling to address difficulties that might rise at the communication level (also a quality issue)
- Thirdly, one tries to diminish drop outs by spreading information about successful methods and activities to schools, developing training programs for teachers and improving quality and safety in schools.

Methods and practices that support one or more of the above are numerous. This stems from the freedom in developing methods and practices as well as the creativity of teachers and school directors. Next to that, several ministries and institutions that defend and evaluate the recognition of the interests of minorities, provide an enormous amount of data and material. Here I will give a modest impression of the scale of the undertaken activities:

- Students are provided with special care by a mentor-system. This tutoring system was first introduced to support scholars with learning difficulties. By now, in most schools every student has a mentor, individual or per class. This fits the goal to monitor the students and to be able to answer to the needs they might have. Furthermore, it provides the school with a specific contact person, a person that knows what's going on both at home and in class. (also a quality issue) The tutoring system proves of great importance to scholars from non-western society, because communication can be arranged according to individual standards.
- The number of students per class is lowered. This measure, meant to improve quality as a whole, proves effective with risk-bearing students too. Because of the low number per class, students will get extra attention and extra monitoring. This makes it possible to build a working relationship with students, that improves both the results and well-being.
- The *use of ICT* is promoted. ICT has proved to be a good instrument to improve results, because it provides students with an attractive source to gain knowledge. This

quality issue is of specific importance to the risk-bearing students because it provides students with the methods and facts that fit the diversity of their interests.

- The schooloffer (especially at vocational training) has increased to fit the wishes of different students
- Especially at schools that prepare for the labour-market, contacts with the labour-market are being improved to improve the transition between school and work.
- Expertise is gathered and exchanged at the web ([www. Onderwisachterstand.nl](http://www.Onderwisachterstand.nl))
- Open schools (brede scholen) are created. The idea of the open school is that the school offers an leisure time program for both students and people from the neighbourhood. Goals are to provide opportunities for students to practice the Dutch language in extra curricular activities, to bind with the neighbourhood and to provide social control.
- A youth care-team: a team that monitors students that aren't doing well. The team consists of policemen, social workers, teachers, coaches etc.

6 CONCLUSION

A lot is done already to improve the position of children from non-western origin in secondary education. Also a lot of effort is taken to optimise the policy, the cooperation and the actual actions taken to improve the progress and the well-being of risk-bearing scholars. Main goals are to provide students with equal chances, to optimise school results and to promote the well-being of students.

Although the above goals do not show a hierarchy, the last goal seems to be considered less attended. That is, I expect the efforts of the engaged parties to be least effective on promoting well-being. Reason for that is that the government mainly focusses on activities that are measurable. Activities that are easy to measure therefore get more attention. One for instance aims to achieve 30 percent less drop-outs, 4 percent scholars that will start following a higher level of education, a reduction of 25 percent with language difficulties and a 50 percent participation of pre-primary school language classes in the coming 4 years.

Although reaching these goals would be a great achievement, it doesn't inform us about the development of the well-being of students from non-western origin in secondary education. Are they happier? Do they feel more accepted? Do they feel at home? Are they more likely to join the Dutch society?

I would like the government to pay more specific attention to this aspect of the aims they set, for I expect the well-being of students an important factor as well with regards to the aim of both youth and society to finish their school career –and their integration in their new home society- succesfully.

An interesting subject for a follow up study would be to investigate the effectiveness of the activities and methods introduced. An other subject which might be worth studying with regards to the improvement of the quality of education, would be to ask risk-bearing students what aid they think is necessary to be able to feel and function well in school.

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8 SUMMARY PAPER DUBROVNIC 2004

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Raising Europe

Integration and education: strategies to improve the well-being and progress of children from non-western origin in secondary education in the Netherlands

My research showed that in secondary education in the Netherlands, lots of activities have already been developed to improve the opportunities of students from non-western origin as well as the average quality of education. In my paper I described the overall situation of non-western immigrants in the Dutch society and secondary education. Then I described the problems experienced by the parties involved in secondary education, in relation to the rising number of risk-bearing students. I concluded my paper by listing the activities that have been developed to address these problems. Here I will give a summary of the last two elements: the problems and the undertaken activities.

Three main problems

In daily school life, problems related to the rise of risk-bearing students become clearly visible with the three following problems:

- the number of students that have insufficient knowledge of the Dutch language rises dangerously
- communication with students and parents from non-western origin concerning problems with school results and behaviour of the students often fails
- risk-bearing students often leave school prematurely

Activities

characteristics of the educational deprivation policy (onderwijsachterstandsbeleid)

- All parties involved work together
- the policy is school-centered
- Indication children
- Indication schools
- exchange information
- focus on measurable results

Activities specifically directed to minority groups:

On language difficulties:

- Cultural minority classes ('cumi lessen')
- headclasses ('kopklassen')

on the lack of participation of parents from non-western origin in school activities:

- special parent evenings for Marokkan and Turkish parents
- communication between parents and school
- contact persons

On the relatively high percentage of drop outs among Marokkan youth:

- Spread of information about succesfull methods and activities
- improvement of quality and safety

Activities that direct all students, but prove of special interest to risk-bearing students:

- mentor-system
- low number per class
- ICT
- Increased schooloffer
- Guidance with transition to labour-market
- Expertise
- Open schools
- A youth care-team