

The background is a light blue grid of colorful, thick lines in shades of green, orange, yellow, pink, and purple. These lines intersect and curve, forming a network. Scattered throughout this network are various colorful icons representing different types of diversity: people on bicycles, people on roller skis, a person in a wheelchair, a person with a stroller, a person with a shopping cart, a person with a vacuum cleaner, a person with a suitcase, a person with a dog, a person with a cane, and a person with a stroller. The text is centered over this network.

Prof. Maurice Crul
VU University Amsterdam
Erasmus University Rotterdam

**super
diversity**

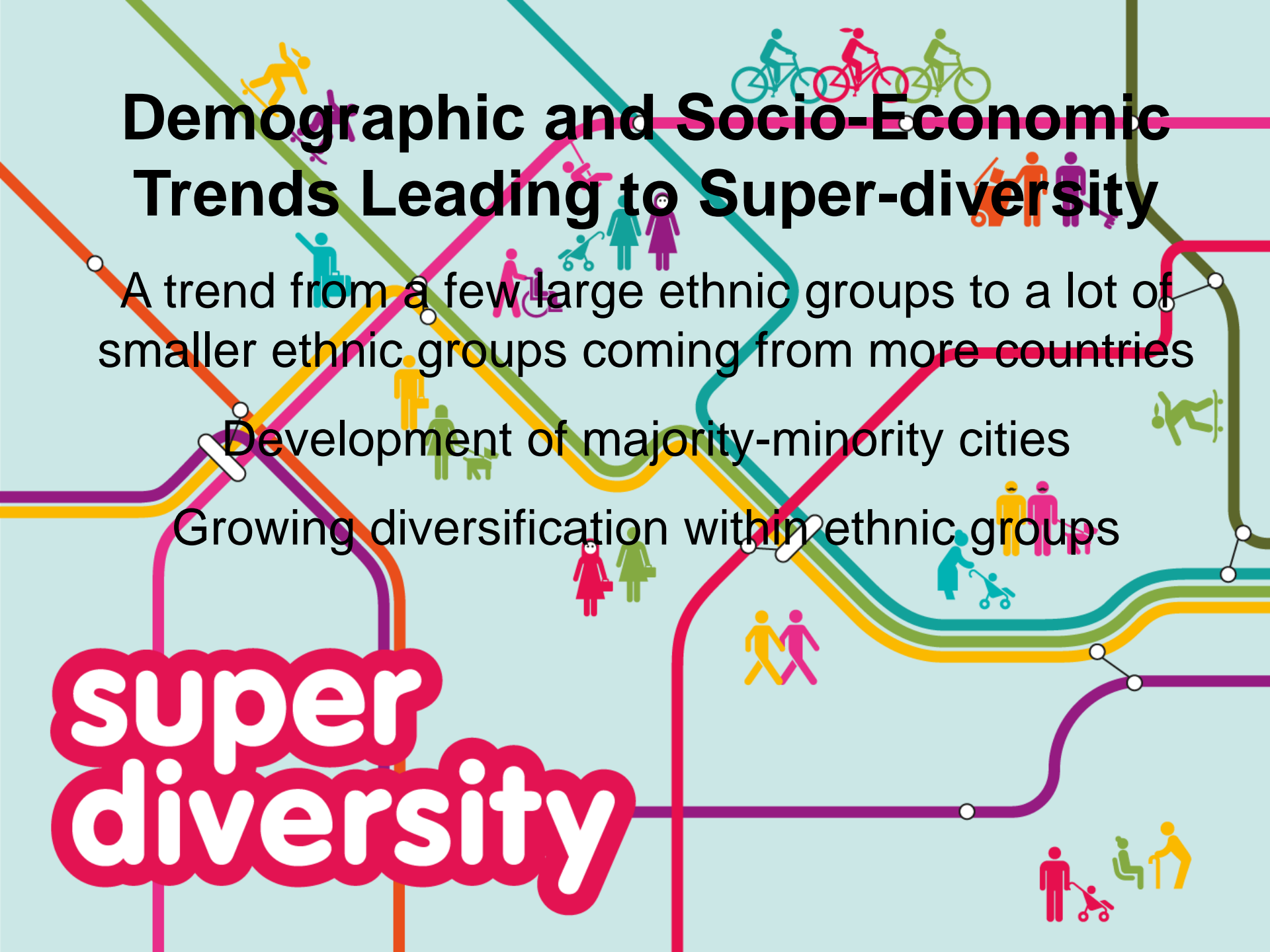
Demographic and Socio-Economic Trends Leading to Super-diversity

A trend from a few large ethnic groups to a lot of smaller ethnic groups coming from more countries

Development of majority-minority cities

Growing diversification within ethnic groups

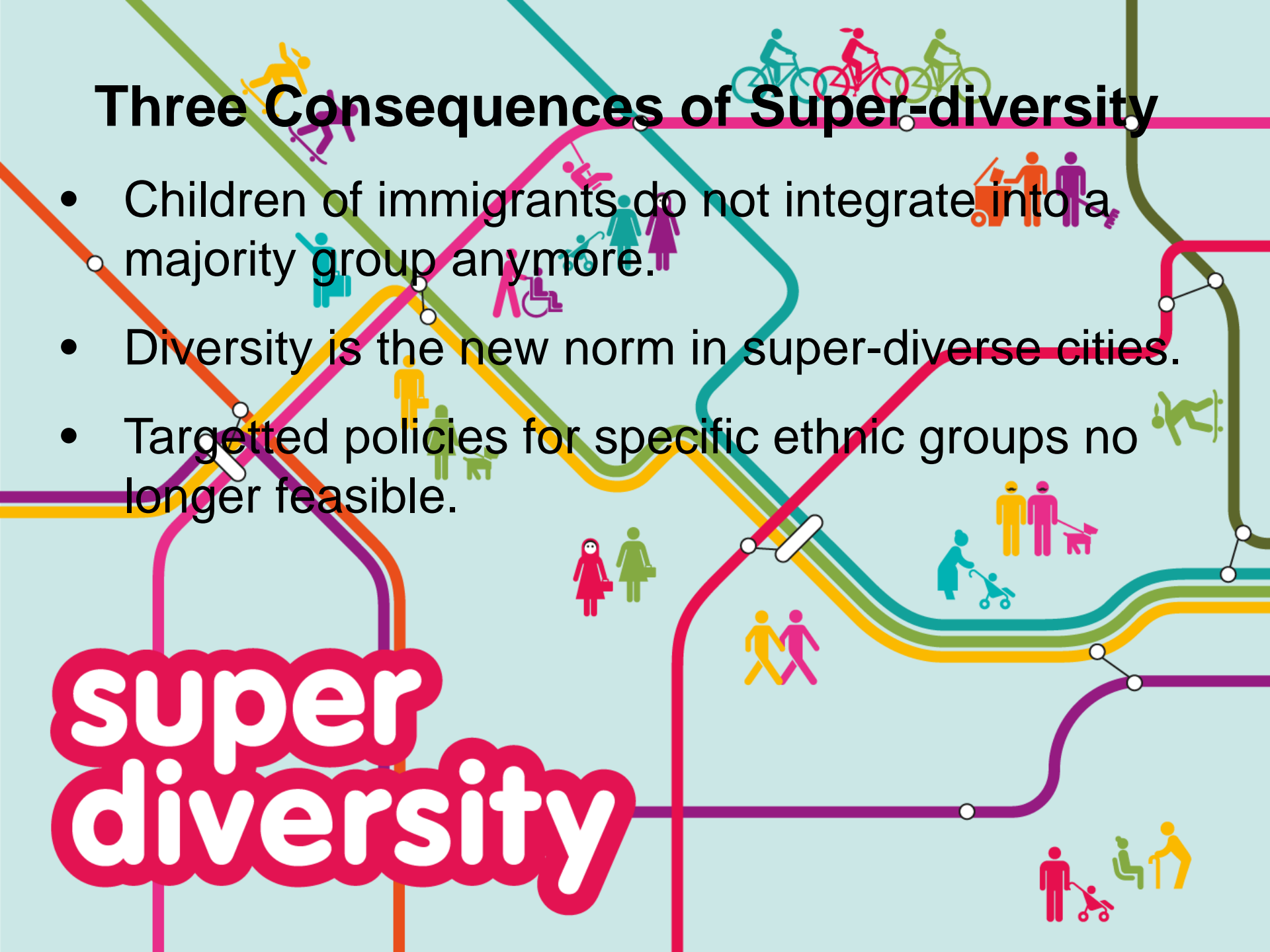
**super
diversity**



Three Consequences of Super-diversity

- Children of immigrants do not integrate into a majority group anymore.
- Diversity is the new norm in super-diverse cities.
- Targetted policies for specific ethnic groups no longer feasible.

**super
diversity**

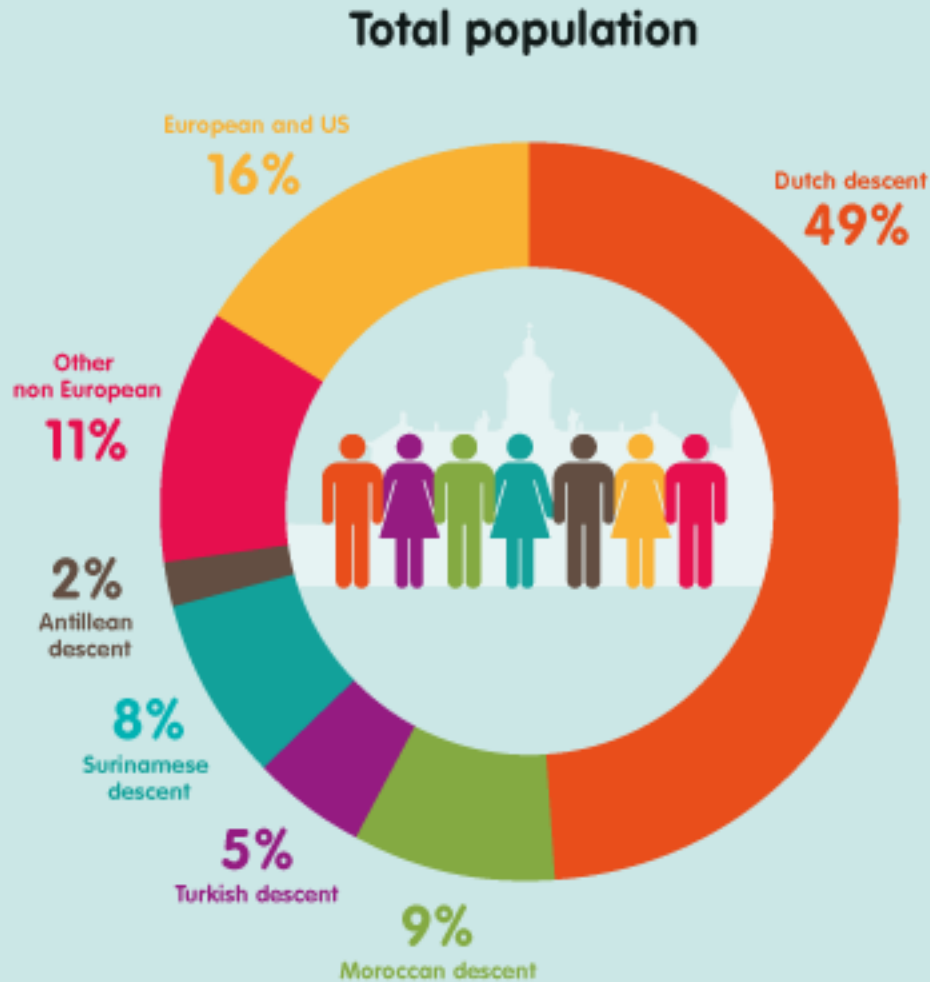




**New comers and their children
do not integrate into
a majority group anymore**

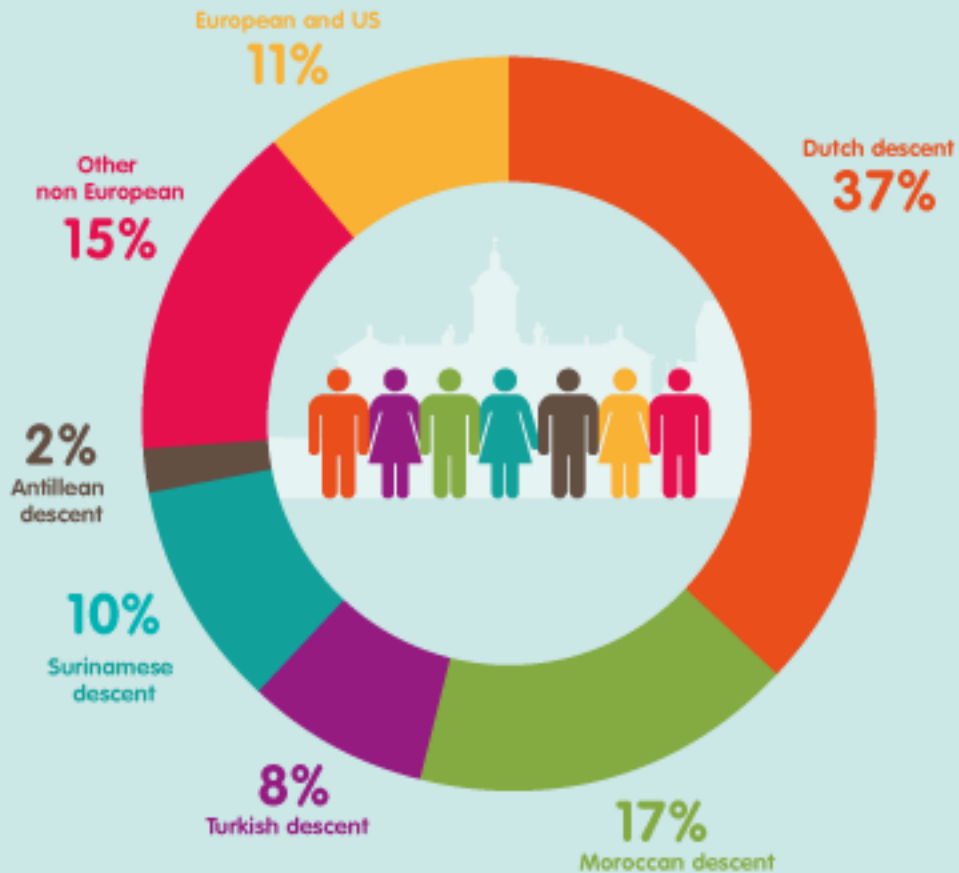
**super
diversity**

Amsterdam: Demographics



Amsterdam Youth: Demographics

Population under 15 years



Diversity is the New Norm

**An example of a High School Class
in Amsterdam**

**super
diversity**

Moroccan

Antillean

Antillean

Turkish

Bosnian-Yugoslavian

Dutch/Ecuadorian

Chinese

Moroccan/Surinam

Pupils in the high school class come from **fifteen different ethnic backgrounds** and **speak eighteen different languages** at home

Antillean

Surinam/Indonesian

Portuguese/Capeverdian

Surinam

Togolese/Maori

Dutch

Angolese/Dutch

Surinam/Dutch

Turkish

Moroccan

Moroccan

Serbian-Yugoslavian/Bangladeshi

Only five pupils have one or two parents of Dutch descent

Moroccan

Antillean

Antillean

Turkish

Bosnian-
Yugoslavian

Dutch/
Ecuadorian

Chinese

Turkish

Turkish

Dutch

Turkish

Moroccan/
Surinam

Children of migrants do not integrate into the majority group anymore

Antillean

Surinam/
Indonesian

Portuguese/
Capeverdian

Surinam

Togolese/
Maori

Dutch

Angolese/
Dutch

Surinam/
Dutch

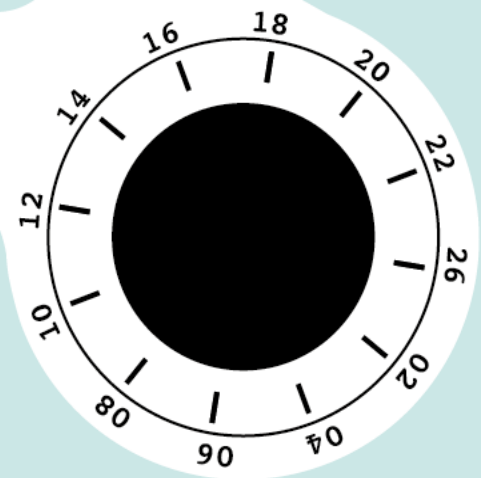
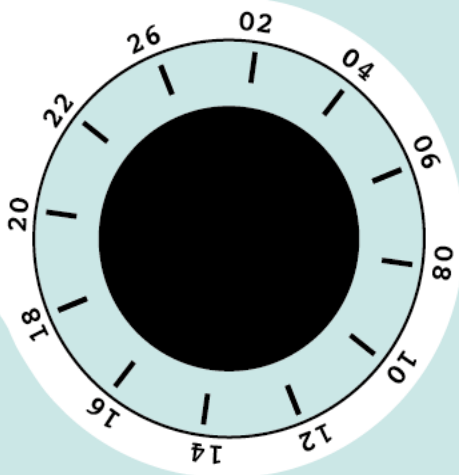
Turkish

Moroccan

Moroccan

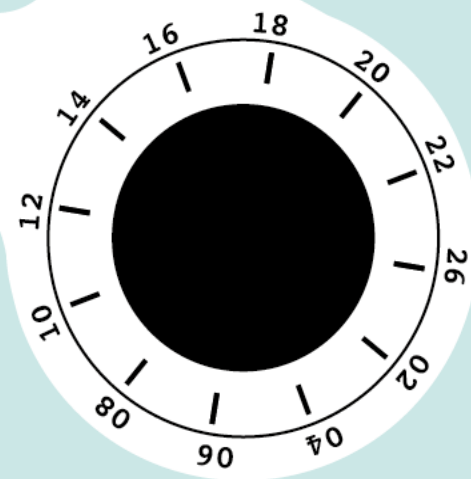
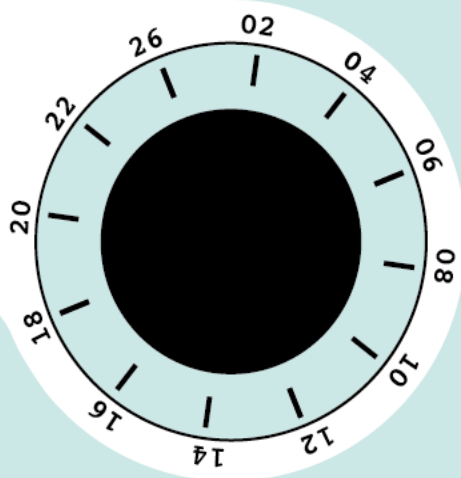
Serbian-
Yugoslavian/
Bangladeshi

Super-diversity Panic



Traditional instruments dealing with diversity in education do not match the complex reality anymore

Super-diversity Panic



Dual language programs are not a realistic option anymore in present day super-diverse classrooms!

What are the options in super-diverse pre-schools and classrooms?

The conditions in the Netherlands

Children of immigrants are segregated in special pre-school facilities

Limited number of hours of pre-school funded by the government

**super
diversity**



Consequences Pre-School Arrangements

Immigrant children learn Dutch together with other pupils for whom Dutch is a second language and spend less hours in pre-school

Dutch language gap **grows** during pre-school

The Dutch language gap leads to overrepresentation into vocational education

**super
diversity**

How to close the gap?

Functional multi-language learning does not close the gap

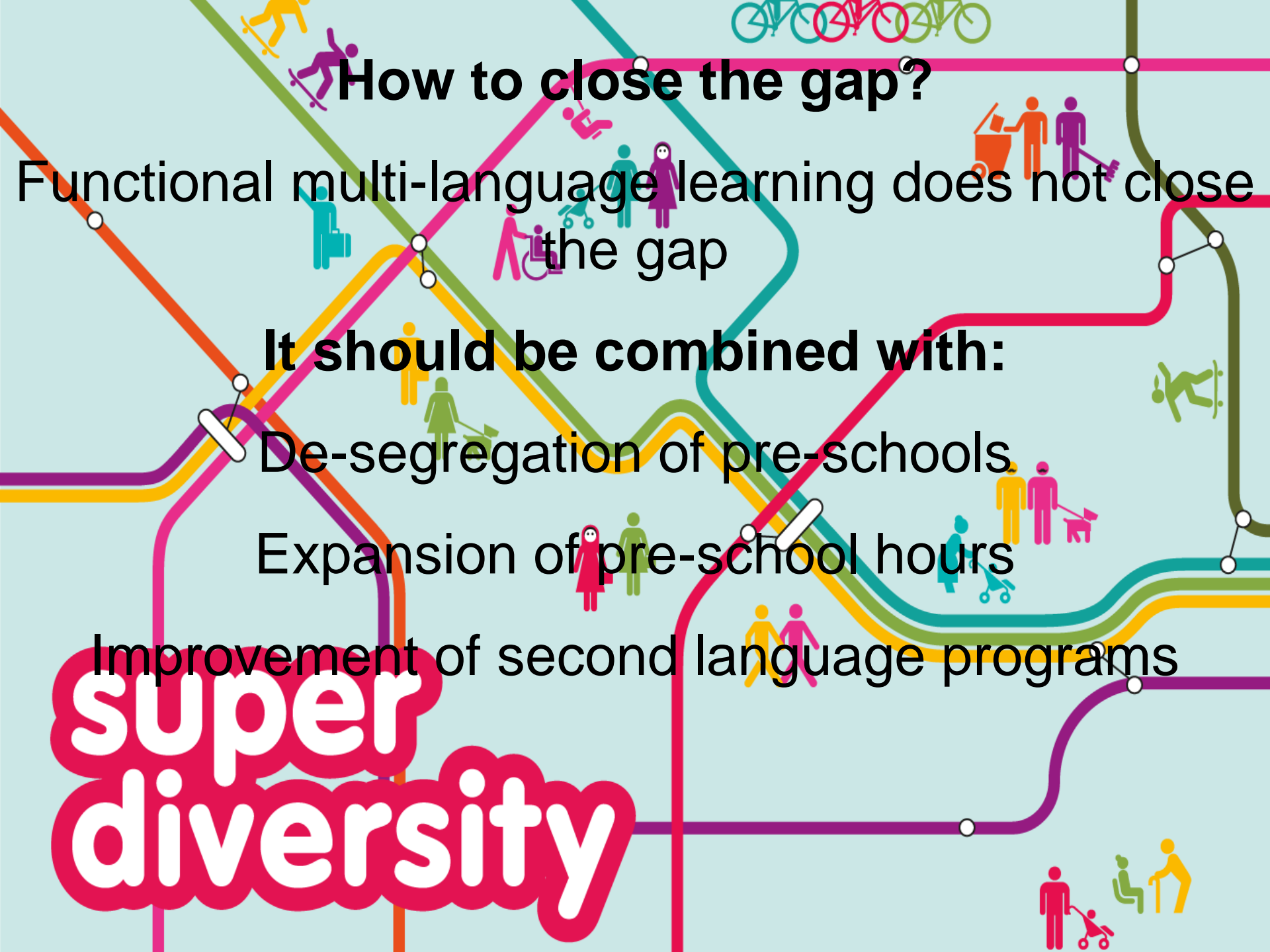
It should be combined with:

De-segregation of pre-schools

Expansion of pre-school hours

Improvement of second language programs

**super
diversity**





Thank You!

**super
diversity**

IMISCOE
RESEARCH

The European Second Generation Compared

Does the Integration Context Matter?

MAURICE CRUL, JENS SCHNEIDER
& FRANS LELIE (EDS.)



AMSTERDAM UNIVERSITY PRESS

