The Children of Immigrants in Schools

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School funding and tracking in New York and Amsterdam

Navigating borders in schools and communities: Moroccan and Mexican immigrant youth in Catalonia and California

The study focuses on Dominican in New York and Amsterdam.

Key points:

- Many Dominican students take the “long route” to post-secondary education, working their way up from vocational tracks at some point in secondary school.
- In both groups, the socioeconomic position of immigrant parents remains a determinate factor in the educational attainment of the second generation. The weakness of this linkage stands in stark contrast to the findings for native students in both societies and suggests that research has yet to identify the factors that explain the success of immigrant-origin students.
- The size of the family from which Dominican students come affects how much education they receive, but no similar relationship is found for the Dutch-origin students.
- School tracking, though very different in nature, is of major importance for both the Dominican second generation in New York and the Mexican second generation in Amsterdam. In both cases the evidence reveals that certain types of educational experience are highly correlated with low outcomes.

- In the Moroccan case, a transnational school career, i.e., having spent an extended period in the sending society, has a pronounced negative impact on educational outcomes in the receiving countries.

The impact of timing, differentiation, and second chances in Great Britain and the United States

This project looks at cross-national differences in educational outcomes, measured in terms of secondary-school tracking, post-secondary enrollment and completion among the children of immigrants. We compare outcomes at the national level and then examine the effects of schools and social networks on outcomes and the identities of students.

The educational systems of the two countries have a great deal in common, including a particular emphasis on comprehensiveness, a substantial but highly differentiated system of secondary education (based on neighborhood schools), mass (but highly stratified) tertiary education and a high degree of national equality and opportunity. Both systems are relatively similar when compared with varieties of educational systems in other countries.

The structure of the project:

- In both London and New York, Chinese second-generation students significant share of the student body, but the system is different in the two cities. In London, the system is highly stratified, with students in selective secondary schools being more likely to attend selective tertiary schools.
- In New York, the system is more comprehensive, with students in public schools attending public universities.

Findings:

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Comparisons and Findings:

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The transition to the labor market in France and the U.S.

This study examines on second-generation Moroccans in the U.S. and North Africans in France and focuses on school completion and the transition to the labor market.

The two systems exhibit major differences in their educational systems and labor markets. In terms of funding, the U.S. system would appear to be more supportive of egalitarian outcomes because of the heavy role of federal property taxes and state-level financing. Moreover, the French system has experienced significant demographic shifts in recent decades. This has an impact on the educational participation of Moroccan-Chinese students in the United States, and on the population of students coming from upper-middle-class Moroccan-born families in French educational institutions. However, youth unemployment is much higher in France than in the U.S. When the French government has attempted to promote the creation of jobs for young people by indirect subsidies and weakened protections for young workers.

Findings:

- Despite the differences in the educational systems, the inequalities in educational outcomes are more similar than different, even after controlling for factors such as language proficiency.
- One key difference between Moroccan-Americans and Maghreb-born from social capital and its articulation with the labor market. According to our in-depth interviews, Moroccan-Americans are much more likely to be able to find jobs through their social networks. Hiring by personnel reference plays a larger role in the U.S. labor market than in France. This difference lies in the lower employment of Maghreb-born, i.e., Moroccans are more likely to have employed relatives.
- Maghreb are much more likely to seek employment through formal mechanisms, such as letters of recommendation. In the U.S., these networks make them more vulnerable to ethno-racial discrimination.

School funding & practice

Innovative, promising schooling practices

The study attempts to identify innovative, promising educational practices that serve the children of immigrants in Sweden and the U.S.. Little work has been done in this domain, though systematically examining the essential elements of such programs is an important step toward making policy recommendations.

Several criteria were used to select two “innovative” schools in each context.

- Schools serve a high proportion of immigrant-origin youth.
- Schools had to be largely neighborhood schools rather than selective ones.
- Schools had to have above-average outcomes in standard performance indicators in comparison with other schools serving disadvantaged populations.

Findings:

- In London, West-Indian disadvantage in test results at age 16 is 36.4% lower than in comparable white students.
- In New York, the disadvantage is 27.4% lower than in comparable white students.

The table below summarizes the results of the study:

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