



Ethnic Diversity and Teacher Training Programmes for Primary Education (Pabo) in the Netherlands

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Outline

- Ethnic Diversity in the Dutch population
- The road to Higher Education
- Participation and success in Pabo-programmes



Ethnic Diversity in a Dutch context

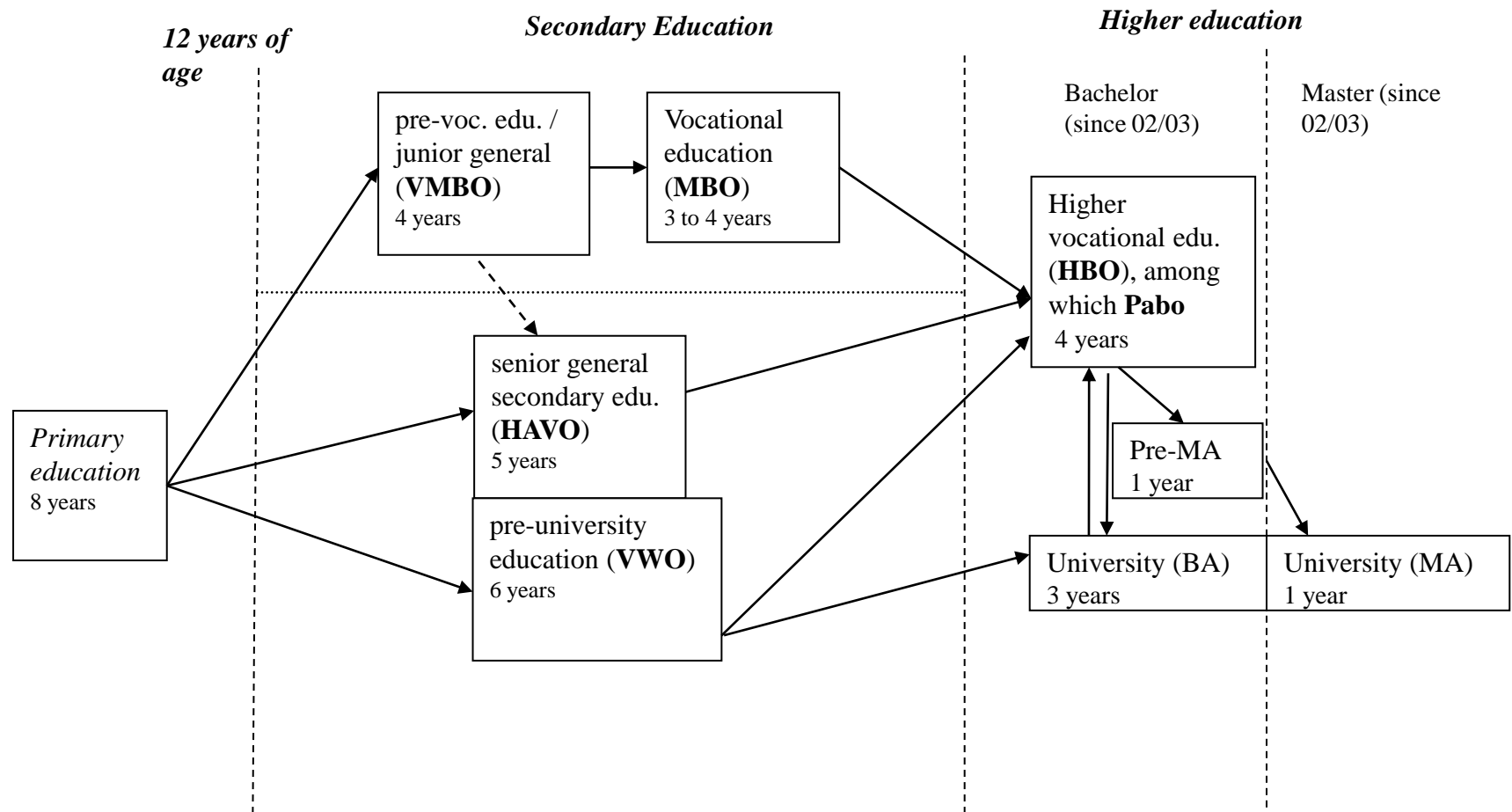
- National (2010)

Native Dutch:	13,2 mil. inhabitants
Ethnic minorities:	1,9 mil. inhabitants

- In certain areas in Amsterdam, Rotterdam and The Hague ethnic minority people (aged 0-20) has become the majority



The road to Dutch Higher Education





Participation in Pabo programmes (% of total first year HBO-cohorts 2002-2009)

Native Dutch	11%
Ethnic minority	4%

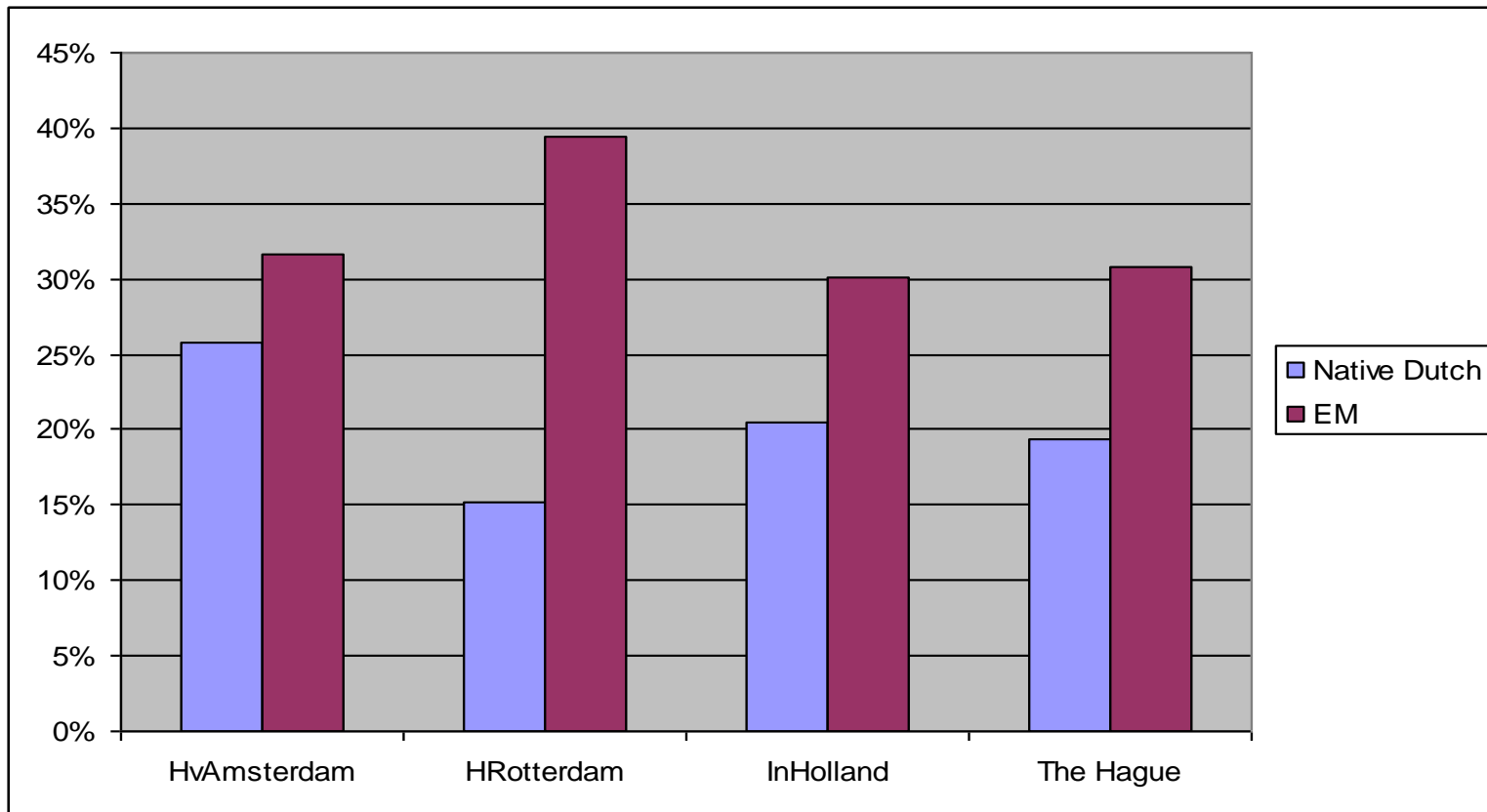


National dropout rates of Pabo-programmes after 3 years of study (mean cohorts 2002-2006)

Native Dutch	19%
Ethnic minority	32%



Institutional dropout rates of Pabo-programmes after 3 years of study (mean cohorts 2002-2006)



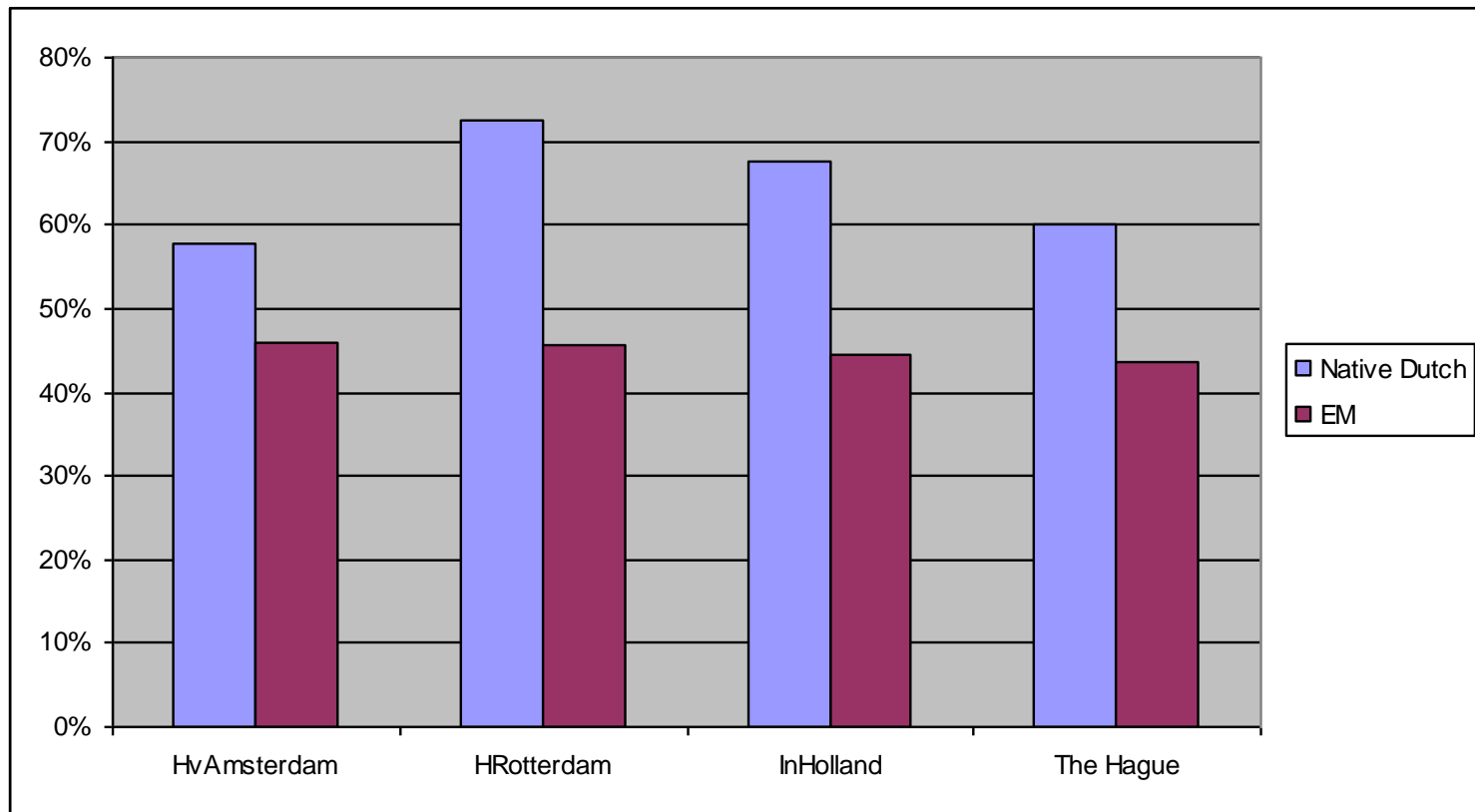


National completion rates at Pabo-programmes after 5 years of study (mean cohorts 2000-2004)

Native Dutch	68%
Ethnic minority	46%



Institutional completion rates at Pabo-programmes after 5 years of study (mean cohorts 2000-2004)





Findings

- Ethnic minority students are less successful compared to native Dutch students
- Pabo programmes/institutions differ by success rates of different groups of students



- *Everyone knows each other a bit here, that kind of feeling. Like a village, really.* (Native Dutch Pabo-student)
- *You aren't really accepted by the native Dutch students. In groups, you often know in advance who will be left over.* (Pabo-student from a non-Western ethnic minority)



Some issues

- Pre-HE schooling
- Choice of course programme
- Climate towards (ethnic) diversity: problem or enrichment/asset (social and academic integration)?
- Professionalisation of teacher educators, study career counsellors and internship coordinators
- Skill courses (language, arithmetic): curriculum inclusive or exclusive?
- (finding an) Internship



- How can teacher training programmes attract more students from non-traditional groups (ethnic minorities, males)?
- How can teacher training programmes improve success of students from non-traditional groups (or: improve equality of success between groups)?