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Educational endeavors: children of immigrants in education in the Netherlands, 1980-2020

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Stellingen behorend bij het proefschrift “Educational Endeavors” van Eva van der Heijden

Propositions

1. When it comes to the educational positions of children of migrants: the younger the generation and the birth cohort, the higher their level of education.
2. Boys in urban contexts are more likely to experience school dropout than boys in more rural environments. This does not mean that the urban living environment is the culprit: the urban living environment is an indicator of the sum of factors that can negatively impact the continuation of school careers.
3. While talent, performance, and effort contribute to academic achievement, they may not inherently supersede the impact of socioeconomic and/or migration background.
4. The recently introduced transition test is of greater importance for children from disadvantaged families than for those from advantaged ones, both in terms of socioeconomic position and migration background.
5. The family environment during a child's upbringing significantly shapes both short and long-term educational outcomes and should therefore be studied across the study trajectories and lives of children and students.
6. It is imperative to extend the examination of migration backgrounds beyond the most often studied groups (Moroccan, Turkish, Surinamese, and Antillean), particularly considering other (post)colonial groups in the context of educational positions, such as students with Indonesian roots.
7. Socioeconomic and migration backgrounds jointly contribute to explaining educational disparities among children with diverse migration histories; it should be regarded as an interaction rather than a trade-off when studying these trajectories.
8. The positive trend in educational positions for migrant children underestimates their true potential due to existing institutional and discriminatory barriers within the educational system. Future research should focus on these barriers to ensure equitable access to education and enable children of migrants to fully realize their potential.
9. I propose a new metric for academic productivity: the ‘Tea Quotient’, measuring research progress in the cups of tea consumed per chapter.