Generation in transition: Youth transitions among native-born descendants of immigrants from Turkey

Keskiner, E.

Citation for published version (APA):

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: https://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.
Table of Contents

Chapter 1: Introduction

Chapter 2: Theoretical Framework

Chapter 3: Methodology

Chapter 4: Before Transition: The Story of Immigrant Parents

Chapter 5: Transition in School: Transition to Different Educational Trajectories

Chapter 6: Transition during School: Working while Studying

Chapter 7: Transition from School: Leaving Education

Chapter 8: Transitions after School: Trajectories after Leaving Education

Chapter 9: Conclusion
**Table of Contents (Detailed)**

**Acknowledgements**

**Chapter 1: Introduction** 1

**Chapter 2: Theoretical Framework** 7
1. Introduction 7
2. Youth Transitions 8
   2.1. Youth Transitions Today
   2.2. The Structure and Agency Debate in Youth Transition Studies
3. Youth Transitions and Descendants of Immigrants 14
   3.1. The Native-Born Descendants of Immigrants from Turkey
   3.2. ‘Generation’ Versus ‘Second Generation’
4. Conceptual Tools of the Study 19
   4.1. Social Class; Forms of Capital and Fields
   4.2. Gendered Transitions
   4.3. Trajectories of Transitions

**Chapter 3: Methodology** 27
1. Aims of the Study and Research Questions 27
2. Case Selection and Comparative Aspect 29
3. Collection of the Data and Research Techniques 32
   3.1. Mixed Methodology
   3.2. Quantitative Section: Secondary Analysis of the TIES Survey
   3.3. Qualitative Interviews

**Chapter 4: Before Transition: The Story of Immigrant Parents** 39
1. Introduction 39
2. History of Post-war Turkish Immigration to France and the Netherlands 40
   2.1. Immigration from Turkey to the Netherlands
   2.2. Immigration from Turkey to France
3. Comparison of Respondents' Parental Backgrounds in Amsterdam & Strasbourg 44
   3.1. Immigration History of Turkish Immigrant Parents
   3.2. Age, Education, Occupational Activity and Household Composition among Respondents’ Parents
4. Conclusion: Understanding the Social Class of Immigrant Parents from Turkey 53

**Chapter 5: Transition in School: Transition to Different Educational Trajectories** 55
1. Introduction 55
2. Stratification in Education Systems
   2.1. Streaming in the Dutch Education System (TIES data analysis)
   2.2. Streaming in the French Education System (TIES Data Analysis)
   2.3. Comparative Analysis of the Dutch and French Education Systems
3. Transition Experience in Amsterdam and Strasbourg
   (Qualitative Interviews)
   3.1. Merit and Cultural Capital of the Parents
   3.2. Institutional Actors: Teachers
   3.3. Social Trajectories and Habitus
   3.4. Evaluation of Orientation since Initial Transition
4. Conclusion

Chapter 6: Transition during School: Working while Studying
1. Introduction
2. Structural Contexts for Student Employment in the Netherlands and France
   2.1. Labour Market Contexts
   2.2. Student Finance Systems
   2.3. Education System and Labour Market
3. Work-Study Combination in Amsterdam and Strasbourg
   3.1. Nature of Employment
   3.2. Student Financial Resources and Monthly Net Income
   3.3. Scholarships and Work-Study Combinations
   3.4. Parents’ Financial Activity and Educational Capital
   3.5. Summary of Quantitative Findings
4. Qualitative Study: In-depth Interviews on the Student Employment Experience
   4.1. The Nature of Student Employment in Amsterdam and Strasbourg
   4.2. Financial motivations to work in Amsterdam and Strasbourg
   4.3. Role of Family Support and Students’ Educational Capital in Choice of Part-time Jobs in Amsterdam and Strasbourg
5. Conclusion

Chapter 7: Transition from School: Leaving Education
1. Introduction
2. Institutional Structures
   2.1. Educational Credentials and Labour Market
   2.2. Labour Market Structure
   2.3. Welfare Arrangements and Youth Support Policies
3. Making the Transition: Three Educational Pathways
   3.1. ‘Early School Leavers’: Leaving Secondary Education without a Diploma
      3.1.1. Descriptive Analysis from the TIES Survey
      3.1.2. Qualitative Interviews with ‘Early School Leavers’
3.2. Entering the Labour Market with a Post-Secondary Diploma
  3.2.1. Descriptive Analysis from the TIES Survey
  3.2.2. Qualitative Interviews with Post-Secondary Graduates
3.3. Accessing Higher Education: to Graduate with a Degree or Drop Out?
  3.3.1. Descriptive Analysis from the TIES Survey
  3.3.2. Qualitative Interviews with Higher Education Students
4. Conclusion

Chapter 8: Transitions after School: Trajectories after Leaving Education
1. Introduction
2. Typologies of Transitions in Previous Studies
3. A New Transition Typology from the TIES Survey
  3.1. Active Transition Trajectories
  3.2. Inactive Transition Trajectories
  3.3. Distributions of the Latent Classes by Immigrant Background, Gender, Education Level, Age And Job Status
4. Refining the Transition Typologies: Qualitative Profiles
  4.1. Early Stable and Stable Transitions
  4.2. Shifting vs. In-Transition and Stagnant Transitions: “It’s easy to find a job; it’s hard to find a good job”
  4.3. Inactivite transition trajectories
5. Conclusion: Creativity and Choice in Youth Transitions

Chapter 9: Conclusion

Appendix I. Quantitative Analysis
  1. The TIES Survey
  2. Sampling Frames

Appendix II. Qualitative Fieldwork
  1. Sampling and Fieldwork Visits
  2. Interview Dynamics; Balance, Language and Background
  3. Profiles of the Qualitative Respondents from Amsterdam
  4. Profiles of the Qualitative Respondents from Strasbourg

Appendix III. To Chapter 7
  1. Figures to Chapter 7

Appendix IV. To Chapter 8
  1. Latent Class Analysis
  2. Deciding on the Number of Classes in Latent Class Analysis
Bibliography 213
English Summary 231
Nederlands Samenvatting 237