Prof. Dr. Maurice Crul

Maurice Crul is a Professor at the Free University in Amsterdam and the Erasmus University in Rotterdam. He is the international chair of IMISCOE, a network of excellence that includes 38 research institutes in the fields of migration and diversity in 18 European countries: www.imiscoe.org

In the last twenty years Maurice Crul mostly worked on the topic of education and children of immigrants, first within the Dutch context and in the last ten years in a comparative European and transatlantic context. Maurice Crul coordinated the international TIES project (The Integration of the European Second generation) which involved partners in eight European countries and a survey with 10,000 respondents.

Next to coordinating the TIES project he was also one of the principal investigators of the transatlantic project ‘Children of Immigrants in School’: mumford.albany.edu/schools/. With support of the Russell Sage Foundation in New York, Maurice Crul together with his American colleague John Mollenkopf published The Changing Face of World Cities. The second generation in Europe and the US, comparing second generation youth in Europe and US based on three surveys (TIES, IMMLA and ISGMNY).

The TIES project findings revealed that a sizeable group (around twenty percent of our sample) of second generation youth is either following a higher education study or already has a diploma of higher education. This finding was the starting point of the new international project called: ‘ELITES: Pathways to Success’: https://www.elitesproject.eu/elites/. In this project a sub sample of successful second generation from the TIES survey is interviewed about their pathways to success.

In 2017 Maurice Crul was awarded the ERC advanced grant for the project Becoming a Minority (BAM) on the integration of people of native descent in majority minority cities in Europe.

Selection of Most Recent Books and Articles:


Research output

Measuring the impact of diversity attitudes and practices of people without migration background on inclusion and exclusion in ethnically diverse contexts. Introducing the diversity attitudes and practices impact scales

Reflection on the education of refugee children: Beyond reification and emergency
Refugee Children, Status, and Educational Attainment: A Comparative Lens

Access to higher education and retention of students with a migrant background in the Netherlands: A comparative analysis

Introduction: Scholarly engagement and decolonisation: Views from South Africa, The Netherlands and the United States

Scholarly engagement and decolonisation: Views from South Africa, The Netherlands and the United States

How the architecture of housing blocks amplifies or dampens interethnic tensions in ethnically diverse neighbourhoods

Belonging@VU

Diversiteit en ongelijkheid in het hoger onderwijs: Het belang van de mesoinstitutionele context

Maurice Crul over Superdiversiteit in Amsterdam: Becoming a Minority
Crul, M., Jun 2019

How the different policies and school systems affect the inclusion of Syrian refugee children in Sweden, Germany, Greece, Lebanon and Turkey

Lost in transit: Education for refugee children in Sweden, Germany, and Turkey

Coming to Terms with Superdiversity: The case of Rotterdam

Conclusions: Coming to Terms with Superdiversity?

Introduction
The ‘Integration’ of People of Dutch Descent in Superdiverse Neighbourhoods

The Netherlands: From diversity celebration to a colorblind approach

The second and third generation in Rotterdam: Increasing diversity within diversity

Deconstructing and reconstructing. Embracing alternative ways of producing, classifying and disseminating knowledge

How key transitions influence school and labour market careers of descendants of Moroccan and Turkish migrants in the Netherlands

The relationship between first year students’ interaction, basic psychological needs, and academic success

Culture, identity, belonging, and school success

The ability to deal with difference: Turkish-Dutch professionals as go-betweens in the education sector

A new angle to the assimilation debate in the US

Conclusion: Lessons learned from the RESL.eu project: Main findings and policy advice

Switching practices in vocational education: A comparative case study in Flanders (Belgium) and the Netherlands

The Netherlands: Intergenerational mobility of native-born children of immigrants from Morocco and Turkey

What’s school got to do with it? Comparing educational aspirations of Dutch and English ‘white’ girls from lower socioeconomic backgrounds
Grootse dromen, uitgekomen? Kansen en obstakels in de schoolloopbaan van alleenstaande minderjarige asielzoekers

Refugee children in education in Europe: How to prevent a lost generation?

The multiplier effect: how the accumulation of cultural and social capital explains steep upward social mobility of children of low-educated immigrants

De ‘integratie’ van mensen van Nederlandse afkomst in superdiverse wijken

How to reach the top? Fields, forms of capital, and strategies in accessing leadership positions in France.

How to reach the top? Fields, forms of capital, and strategies in accessing leadership positions in France among descendants of migrants from Turkey

Migrants and the city

No lost generation? Education for refugee children: a comparison between Sweden, Germany, The Netherlands and Turkey

Onderwijskansen: inzichten uit 25 jaar onderzoek naar de tweede generatie

Policy Brief 1. Promising Practices Inside and Outside Formal Secondary Education
Crul, M. R. J. & Keskiner, E., 2017

Professionals made in Germany: Employing a Turkish migration background in high-status positions

The Netherlands

The upcoming new elite among children of immigrants: a cross country and cross sector comparison

The Upcoming New Elite Among Children of Immigrants. A Cross-Country and Cross-Sector Comparison

Giftig onderwijsbeleid voor vluchtelingenkinderen [article]
Crul, M. R. J., 22 Dec 2016
Het leven na de oorlog in Kobani

Early education is the key towards migrant children to thrive

Witte pabo's zijn dramatisch

Learning the hard way: Integrating migrants into schools will not be easy
Crul, M. R. J., 2 Jan 2016, In: The Economist. 2016, January 2nd

Nederland Open

Refugee children in education in Sweden, Germany, The Netherlands and Turkey. A lost generation?


Superdiverse schoolklassen: een nieuwe uitdaging voor docenten

Super-diversity vs assimilation: How complex diversity in majority-minority cities challenges the assumptions of assimilation
Crul, M. R. J., 2016, In: Journal of Ethnic and Migration Studies. 42, 1, p. 54-68

Towards on open approach to integration

Passing the torch to a new generation: Educational support types and the second generation in the Netherlands

Grit: Hoge cijfers zijn niet genoeg om succesvol te worden

Met drie jaar naar school is een uitstekend plan

Ik ben Charlie niet, maar wie ben ik wel?
Crul, M. R. J., 10 Jan 2015, In: Zaman Vandaag.

Etnisch profileren. Lessen uit Ferguson

Criminele Marokkaans-Nederlandse jongeren: typisch Nederlands fenomeen?
The Netherlands

Wilders gaat winnen, maar zijn idee is achterhaald

Inclusive education for children of immigrants: The Turkish second generation in Sweden, the Netherlands and Austria

Second-Generation Transnationalism and Roots Migration. Cross-Border Lives
Crul, M., 2014, In: Anthropos. 109, 1, p. 351-352

Social Mobility and Identity Formation

Successes and failures of inclusive education of youth from migrant backgrounds: The Turkish second generation in Europe

The fine art of boundary sensitivity. Successful second generation Turks and Moroccans in the Netherlands

The Netherlands

Upward mobility and questions of belonging in migrant families

Voorscholen en scholen als broedplaats voor talent

Alleen maatwerk verhoogt prestaties van allochtone studenten in hoger onderwijs

Superdiversiteit. Een nieuwe visie op integratie

Minderheden doen mee na goed onderwijs

Success against the Odds: Educational pathways of disadvantaged second-generation Turks in France and the Netherlands

Educating the children of immigrants in old and New Amsterdam
Generiek is divers. Sturen op studiesucces in een grootstedelijke context. Evaluatie G5-studiesuccesprogramma's 2008–2011
Crul, M. R. J., 2013, Utrecht: ECHO Expertisecentrum Diversiteitsbeleid/Ministerie van OCW.

Investeer in de middengroep!

Second-generation migrants: Europe and the United States


Super-diversité

Superdiversiteit. Een nieuwe visie op integratie

Super-diversity. A new perspective on integration

Challenges and opportunities

Preface

Success against all odds

The Changing Face of World Cities. Young Adult Children of Immigrants in Europe and the United States.

The European Second Generation Compared. Does the Integration Context Matter?

Theorising Integration and Assimilation

The second generation

Comparative integration context theory: participation and belonging in new diverse European cities
How do educational systems integrate? Integration of second-generation Turks in Germany, France, the Netherlands, and Austria

New insights into assimilation and integration theory: Introduction to the special issue

Children of immigrants in schools in New York and Amsterdam: The factors shaping attainment

Children of turkish immigrants in Germany and the Netherlands: The impact of differences in vocational and academic tracking systems

Cross-national comparison of provision and outcomes for the education of the second generation

The integration of immigrant youth

The second generation in Europe and the United States: How is the transatlantic debate relevant for further research on the European second generation?

Immigration, education, and the Turkish second generation in five European nations: A comparative study

The second generation in Belgium

The second generation in Europe

The Turkish and Moroccan second generation in the Netherlands: Divergent trends between and polarization within the two groups

Success breeds success. Moroccan and Turkish student mentors in the Netherlands

Projects

Prof. Dr. Maurice Crul