Islamic Primary Schools in the Netherlands

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- Religious schools can be funded by Dutch state, given quality standards.
- Lump sum per pupil, equal to public school.
- No catchment areas, school districts.
- No recognized/established religions.
- Equal quality standards for all schools.
First Islamic school in 1988
Only Islamic primary schools
2 Islamic secondary schools closed by inspectorate due to low quality & fraud.
Primary Islamic schools less fundamentalist & ethnic more heterogeneous (quality board).
Secondary schools more complex than primary schools.
Five aspects quality Islamic schools:

1. Minimum absolute quality
2. Added value math & reading
3. Attitudes, civic knowledge & values
4. Administrative weakness
5. Islam a negative factor?
Minimum Quality of Primary Schools in the Netherlands

- Final test obligatory for all schools.
- Score and teacher-recommendation vital for admission to higher tracks.
- Test scores of all schools are public.
<table>
<thead>
<tr>
<th>Denomination primary school</th>
<th>N schools</th>
<th>Absolute score final test</th>
<th>Socio-economic status pupils</th>
<th>Added value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>2350</td>
<td>533,51</td>
<td>37,4</td>
<td>-0,36</td>
</tr>
<tr>
<td>Catholic</td>
<td>2064</td>
<td>534,72</td>
<td>34,5</td>
<td>0,29</td>
</tr>
<tr>
<td>Protestant-Christian</td>
<td>1785</td>
<td>534,39</td>
<td>37,0</td>
<td>0,00</td>
</tr>
<tr>
<td>Neutral non-public</td>
<td>340</td>
<td>535,88</td>
<td>34,9</td>
<td>0,45</td>
</tr>
<tr>
<td>Reformed Orthodox</td>
<td>165</td>
<td>535,33</td>
<td>29,1</td>
<td>0,75</td>
</tr>
<tr>
<td>Reformed Liberated</td>
<td>113</td>
<td>534,70</td>
<td>27,8</td>
<td>-0,59</td>
</tr>
<tr>
<td>Anthroposophic</td>
<td>68</td>
<td>535,86</td>
<td>24,8</td>
<td>-0,03</td>
</tr>
<tr>
<td>Protestant &amp; Catholic</td>
<td>56</td>
<td>533,55</td>
<td>27,1</td>
<td>-0,31</td>
</tr>
<tr>
<td><strong>Islamic</strong></td>
<td><strong>43</strong></td>
<td><strong>530,79</strong></td>
<td><strong>10,6</strong></td>
<td><strong>1,57</strong></td>
</tr>
<tr>
<td>Inter-confessional</td>
<td>10</td>
<td>534,23</td>
<td>27,8</td>
<td>-0,97</td>
</tr>
<tr>
<td>Evangelical</td>
<td>10</td>
<td>533,22</td>
<td>13,9</td>
<td>-0,78</td>
</tr>
<tr>
<td>Hindu</td>
<td>6</td>
<td>533,71</td>
<td>-9,1</td>
<td>1,69</td>
</tr>
</tbody>
</table>
Added value math & reading

- Inspectorate list weak & very weak schools
- League tables added values schools, published by quality papers & TV-stations
- Inspectorate norm: 527-529 for schools > 60% low educated parents
- Islamic schools final test score: 531
- Islamic schools positive added value
(Very) weak schools

- %’s very weak or weak (1-10-2010)
- Average: 7,0%
- Catholic: 4,9%
- Protestant: 6,7%
- Neutral non-public: 5,0%
- Reformed liberated: 7,8%
- Reformed orthodox: 7,2%
- Public: 9,2%
- Islamic: 27,5%

Explanation quality Islamic schools

- Educational conservative (compare Catholic/Protestant school effect)
- Focus on basic skills
- Ethnically homogenous schools
- Closed to urban culture
- Very low parental socio-economic background
Attitudes, civic knowledge & values

- Netherlands multi-religious country: no national consensus on values, civic knowledge & values.
- Dates back to within Christianity differences: catholic, protestant, liberal
- No national standards
- Islamic schools more closed to Dutch mainstream culture
Table 3. Comparison self-efficacy and task-motivation in 2011: mean scores and effect sizes.

<table>
<thead>
<tr>
<th></th>
<th>Grade 5</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>self-efficacy</td>
<td>task-motivation</td>
</tr>
<tr>
<td>Mean scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Islamic schools</td>
<td>4.03</td>
<td>4.35</td>
</tr>
<tr>
<td>Comparable schools</td>
<td>3.98</td>
<td>4.35</td>
</tr>
<tr>
<td>Average school</td>
<td>3.82</td>
<td>4.16</td>
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<tr>
<td>Effect sizes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Islamic vs comparable schools</td>
<td>0.07</td>
<td>0.00</td>
</tr>
<tr>
<td>Islamic vs average schools</td>
<td>0.32</td>
<td>0.30</td>
</tr>
</tbody>
</table>

Source: Merry & Driesssen, 2014
Table 4. Comparison citizenship knowledge, reflection, skills and attitudes in 2011: mean scores and effect sizes.

<table>
<thead>
<tr>
<th>Mean scores</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>knowledge</td>
</tr>
<tr>
<td>Islamic schools</td>
<td>0.70</td>
</tr>
<tr>
<td>Comparable schools</td>
<td>0.71</td>
</tr>
<tr>
<td>Average school</td>
<td>0.78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effect sizes</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islamic vs comparable schools</td>
<td>-0.04</td>
</tr>
<tr>
<td>Islamic vs average schools</td>
<td>-0.50</td>
</tr>
</tbody>
</table>

Source: Merry & Driessen, 2014
Administrative Weakness

- Hardly Islamic higher middle class to act as administrators (contrast to Dutch Catholics)
- Foreign influence & money: Turkey & Saudi Arabia
- Hardly Islamic teachers
- But Hindu & Muslims from Suriname
Islam religion as negative factor

Migrants’ pupils from Islamic origin countries (Turkey, Morocco, Pakistan) have lower scores than comparable migrants’ pupils from Christian origin countries (Yugoslavia, Poland, Russia), who have lower scores than comparable migrants’ pupils from non-Islamic Asia (India, Vietnam, Korea, China).

Dronkers & de Heus, 2013
Figure 10: Reading score per region of origin in the successive models

- Eastern-Europe
- Asia non-Islam
- Islam countries
- OECD countries
- Natives

Dronkers & de Heus, 2013
Explanations Islam effect?

- *Discrimination*. In EU other non-Christian migrants are not less discriminated (André, Dronkers & Fleischmann, 2009)

- *Negative selectivity guest-laborers*. Selectivity not larger than Italian, Spanish & Portuguese guest-laborers (Dronkers & Heus, 2010).

- *Islam religion*. Not origin country, but individual religion (Dronkers & Fleischmann, 2010)
After control GEM no significant effects of Eastern Christianity & Islam relative to Western Christianity

Source: Dronkers & Kornder, 2014
Religion as factor in educational performance of migrants’ sons and daughters II

- Low gender equality explanation of low educational performance of male & female migrants’ pupils from Islam countries.
- Educational performance is largest for migrants’ children coming from origin countries without any religion or Hinduism, after control for gender equality.
- Male & female pupils from Hinduism countries would perform better, if gender norms and values of Hinduism were more equal.

Dronkers & Kornder, 2014
Gender norms in Islamic countries (masculine virility, feminine purity) as explanation for low performance of male & female migrant pupils.

Religion not ‘black box’ cultural phenomena.

Adjustment possible: Catholicism adjusted to capitalism without losing its critical stance toward gluttony.

Success not certain: fate of Egyptian, Roman, Greek & German Gods.
Islamic schools as possible mean of adjustment to modern society.

Adjustment does not mean the same as fully assimilation

Success is not secured.
References


• Merry, M.S. & Driessen, G. 2014. “On the right track? Islamic schools in the Netherlands after an era of turmoil” *Race, Ethnicity and Education* (on line)