EDUMIGROM

Imagined Futures
How Ethnic Minority Adolescents see themselves in Adulthood

Dr. Sabine Mannitz
Peace Research Institute Frankfurt, Germany
Selection of Foci for the Presentation

Perspectives on Adulthood:

(1) Results from Comparative Survey Analysis
   > Future Employment / Educational Options
     > Ideas about Privat Life Arrangements (choice of a partner, type of the partnership, number of children, imagined place to live...)

(2) Results from Comparative Community Studies Analysis
   > Relevance of ethnicity for future visions
     > The influence of school experiences on the students‘ aspirations
## Educational Options

### School results and choices for the next school-year

<table>
<thead>
<tr>
<th>Overall grades in the preceding semester</th>
<th>Proportion (%) of those who are heading to</th>
<th>Undecided *</th>
<th>Together</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Secondary with graduation</td>
<td>Vocational without graduation</td>
<td>Leaving education behind</td>
</tr>
<tr>
<td>Excellent</td>
<td>82</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Good</td>
<td>74</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>64</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Marginally performing</td>
<td>41</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td>Together</td>
<td>68</td>
<td>6</td>
<td>15</td>
</tr>
</tbody>
</table>

* Students in this category were either advised to remain in a lower-level class for an additional year, or a decision concerning the immediate future had not been taken.
Significance of ethnicity in future visions: Four basic types of identification styles

- **Maintenance of difference**
- **Trivialization of differences**

<table>
<thead>
<tr>
<th>Involuntary or Non-conscious Ethnicity</th>
<th>'Ghetto’ life orientation</th>
<th>Underclass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary or Conscious Identification with Ethnicity</td>
<td>Ethnic pride</td>
<td>Cosmopolitanism</td>
</tr>
</tbody>
</table>
The Impact of school experiences on Students‘ Ambitions

Dimensions of School Experience Qualities and/or Problem Causes

- „white flight“ / middle class flight & residential segregation
- material equipment (neglect or care)
- attitudes towards diversity
- inclusive or exclusive school policies
- commitment of individual teacher
- level of expected achievements / education as challenge and assistance for advancement, or as a sheer routine?