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**Title/ Título:** Integration, participation and education: Effects of minority parents' societal participation on their children's cognitive and non-cognitive competencies

Integración, participación y educación: Efectos de la participación social de padres de minorías étnicas en el desarrollo de competencias cognitivas y no cognitivas en sus hijos

**Topic:** Cultural, technological and multicultural aspects of school, family and community partnerships

Aspectos culturales, tecnológicos y multiculturales de las relaciones que se establecen entre las familias, los centros docentes y las entidades y servicios sociales comunitarios

**Presentation time/Día de presentación:** Session in English. Friday 16, 12:15-1:45 p.m. Room 2, Third Floor

Sesión en Inglés. Viernes 16, 12:15-1:45 p.m. Sala 2, Tercer Piso

### **Abstract**

Integration of ethnic minorities into society often is operationalized as participation in various societal institutions. Examples are cultural, political and labor participation. On the basis of the theoretical concepts of social and cultural capital as proposed by sociologists Pierre Bourdieu and James Coleman, it is often hypothesized that greater parental participation in society will generally lead to a better educational position for the children of such parents. To test this hypothesis, descriptive and multilevel analyses were conducted using data from the Dutch cohort study Primary Education (PRIMA). The sample included information on nearly 11,000 kindergarten students (6 year olds) from almost 600 elementary schools. In the analyses, ethnic minority parents and their children were compared to native Dutch parents and their children. After controlling for parental socioeconomic and ethnic background, the results showed only an effect of cultural participation on language and math skills. No effects on such non-cognitive outcomes as social position, individual well-being, or self-confidence were found.