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| **7. Administrative data for the Ministry of Education, Inspection of Basic Instruction** |
| Is or was one or both of the child’s parents* + a skipper of a barge or other form of shipping business [i.e., that plies the rivers delivering goods], with the child staying in a foster home or boarding school?
	+ involved in some form of business other than skippering that requires them to move around?
 | Yes/No |
| Was one of the parents born in:* Greece, Italy, Yugoslavia, Spain, Portugal, Cape Verde, Morocco, Turkey, Tunisia[[1]](#footnote-1)
* Suriname, Netherlands Antilles, Aruba[[2]](#footnote-2)
* a non-English speaking country outside Europe, with the exception of Indonesia[[3]](#footnote-3)
* does the child belong to the Moluccan heritage-group[[4]](#footnote-4)
* is one of the parents allowed in The Netherlands on the basis of Article 15 of the Aliens Act[[5]](#footnote-5)
 | Yes/No |

**Form 1.** Parental background I: Registration of child, primary school (School 2)

*Source*: Anonymized (accessed May 13, 2009).

1. Countries from which labor migrants were recruited (1960s-1970s). [↑](#footnote-ref-1)
2. Former colonies, considered “non-Western allochthon.” [↑](#footnote-ref-2)
3. Former colony, considered “Western allochthon.” [↑](#footnote-ref-3)
4. A group of 12,500 soldiers serving in the Royal Dutch Indies Army during the 1949 Indonesian war of independence from Dutch rule, and their families and descendants. Under the colonial regime they had been categorised as “indigenous non-Dutch Netherlands subjects,” afterwards becoming Indonesian nationals (Jones 2007: 83, 100). Their military service, loyalty to The Netherlands, and rejection of the newly formed Indonesian state, however, put them in a difficult position, and in 1951 they were brought to The Netherlands, where they have remained. This background sets them apart from other ex-colonials. [↑](#footnote-ref-4)
5. Directed toward refugees. [↑](#footnote-ref-5)