

The impact of the international education concept of SALTO on the migration decisions of expats in the Brainport region

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Preface

After six months of hard work, my thesis for the master Human Geography with a specialisation in Globalisation, Migration and Development has finally been completed. I am satisfied with the research that I conducted and I am pleased that I will graduate from the Radboud University.

During my bachelor, migration was the topic which caught my attention the most. I was interested in the many aspects of migration, migration is a very diverse and complex topic. It fascinates me that people from all over the world are willing to leave everything behind and to migrate to a place which they often do not know in order to get a better life elsewhere. During my bachelor thesis I also had the opportunity to do a research on migration and specifically on the concept of brain drain in Indonesia. I really enjoyed conducting that research and therefore I choose to also focus on a migration topic for my master thesis, but nearer to my home.

I came to live in the region of Eindhoven last year and I noticed the many expats living in this region. This caught my eye and I figured that this could possibly be an interesting topic for my master thesis. I came in contact with Holland Expat Centre South and through them I came in contact with the international department of SALTO. Through an internship at SALTO I was able to perform this research on the linkage between the decision making of expats in the Brainport region and the international education concept of SALTO. I want to thank Geert Simons and Krista Sijbers for giving me the opportunity to conduct this research for SALTO and for helping me to get in contact with the respondents.

During my internship I met very interesting people and I also specifically want to thank the teachers of the international department of SALTO for their help in gaining more information on the international education concept of SALTO. At last I also want to thank my thesis supervisor Pascal Beckers. He helped me throughout the process of this research by giving me valuable feedback and a positive note whenever I was stuck or uncertain about this research.

Index

Preface.....	5
List of figures and tables.....	8
Summary	9
Chapter 1: Introduction.....	11
1.1 Research objective	11
1.2 Issues and research aim	12
1.3 Research questions.....	13
1.4 Societal relevance.....	14
1.5 Scientific relevance.....	14
Chapter 2: Theoretical framework	15
2.1 Migration	15
2.1.1 Migration and keep & repel factors	15
2.1.2 New Economics of Labour Migration Theory	15
2.2 International Primary Education	16
2.2.1 Theories on learning languages.....	16
2.2.2 Importance of bilingual primary education.....	16
2.2.3 Education in migration decisions	17
2.2.4 Challenges regarding bilingual primary education.....	17
2.3 Expats	17
2.4 Conceptual framework.....	18
Chapter 3: Methodology	18
3.1 Research philosophy	18
3.2 Research approach	19
3.3 Research strategy	20
3.4 Data collection details	21
3.5 Data analysis.....	22
3.6 Reflection on validity, reliability and ethics	22
Chapter 4: International education at SALTO RISE.....	23
4.1 SALTO RISE.....	23
4.2 Dimensions of SALTO RISE.....	23
4.2.1 Focus on being Dutch	23
4.2.2 Focus on being an International.....	24
4.2.3 Focus on home language and culture	24
4.2.4 School fee	24
4.2.5 International Primary Curriculum.....	24

4.3 Observations.....	25
Chapter 5: Experiences of expats on SALTO RISE.....	26
5.1 Focus on being Dutch	26
5.2 Focus on being international.....	27
5.3 Focus on home language and culture	27
5.4 School fee	28
5.5 International Primary Curriculum.....	28
Chapter 6: Migration decisions and international education	28
6.1 Motivation to migrate	29
6.1.1 Job opportunities.....	29
6.1.2 Salary	31
6.1.3 Career opportunities	32
6.1.4 Quality of life	34
6.1.5 Early contacts in Brainport region.....	36
6.2 International education as a motivation to migrate	38
6.3 Future plans of expats.....	40
Chapter 7: Conclusion	42
7.1 Answering the sub-questions.....	42
7.1.1 Sub-question 1: What does the international education concept of SALTO entail?	42
7.1.2 Sub-question 2: How do expats in the Brainport region whose children participate in the SALTO international school experience this international educational concept?	43
7.1.3 Sub-question 3: What are the migration decisions of expats and their families in the Brainport region and which influential factors shape these?	44
7.1.4 Main research question: How does the SALTO international school concept shape the migration experiences and decisions of expats in the Brainport region?.....	45
7.2 Recommendations.....	46
7.3 Critical reflection	47
References.....	49
Appendix A – Interview guide	52
Appendix B – Survey.....	54
Appendix C – Code Networks.....	56
Appendix D – Code Book	58
Appendix E – Conceptual Framework	61

List of figures and tables

Figure 1: Map of where Brainport is located	11
Figure 2: Amount of Indian expats living in Eindhoven.....	12
Figure 3: Conceptual framework.....	18
Figure 4: Job opportunities in migration decisions	29
Figure 5: Ranking of job opportunities in migration decisions.....	30
Figure 6 Salary in migrations decisions	31
Figure 7 Ranking of salary in migration decisions	32
Figure 8 Career opportunities in migration decisions	33
Figure 9 Ranking of career opportunity in migration decisions	34
Figure 10 Quality of life in migration decisions.....	35
Figure 11 Ranking of quality of life in migration decisions	35
Figure 12 Early contacts in migration decisions	37
Figure 13 Ranking of earlier contacts in NL in migration decisions	37
Figure 14 International education at SALTO RISE in migration decisions	38
Figure 15 Ranking of SALTO RISE in migration decisions	39
Figure 16 Overview of ranking the different aspects.....	40
Figure 17 Aspects which play a role in the future plans	41
Table 1: Overview research questions and data collection method.....	20
Table 2: Overview respondents.....	21

Summary

Introduction

Many expats are migrating towards the Brainport region in the south of The Netherlands. Especially because of the many vacancies in the technical field. The amount of expats coming to the Brainport region is growing, but the characteristics of these expats are changing. The expats who come to the Brainport region now have different needs and in order to fill up a part of this gap, SALTO international school RISE developed a specific international education concept for the children of the expats in the Brainport region. The aim of this research is to get insights in whether the international education concept of SALTO RISE has an impact on the migration decisions of expats. Therefore the main research question is: How does the SALTO international school concept shape the migration experiences and decisions of expats in the Brainport region? The societal relevance of this research lies in the new insights which will be gained regarding international education for expats, this information is specifically interesting for SALTO RISE and the Brainport region. The scientific relevance of this research lies in the new information of international education concepts which can be added to the ongoing discussion.

Theoretical framework

Expats are a specific group of labour migrants. The migration decision factors of migrants have been analysed many times before in existing literature. The migration decision factors which are most common are job opportunities, career opportunities, salary, quality of life, early contacts and education. The New Economics of Labour Migration Theory describes that the process of making a decision to migrate is not made by an individual, but by an entire household. Theories on international primary education show the importance of learning multiple languages at primary school. International education is also a migration decision factor, because expat families want better educational opportunities for their children. Regional research on the international education in the Brainport region shows that in order to attract more expats to the region, it is very important to offer more international education.

Methodology

The research philosophy which is used for this research is interpretivism. This research philosophy matches the ideas of the researcher the best. Interpretivism is an in-depth approach which investigates a phenomenon by actively engaging with the phenomenon, instead of only observing it. This research is a qualitative research instead of a quantitative research. The data has to be collected from a small amount of respondents in a short period of time, therefore a case study specifically fits this research. The data which was gained was analysed with the use of Atlas.Ti. At first the interviews were transcribed and later codes were assigned to quotations. The codes were assigned while taking into account the conceptual framework and the theories.

There were 25 respondents out of 40 possible respondents, so there was non-response in this research. Some parents found that their English was not good enough or they just did not want to cooperate. The use of the survey helped to reduce the non-response. In order to improve the validity of the research triangulation of data is used in this research. This means that different ways of data collection are combined, in this case: observations, desk research, interviews and surveys. In order to fulfil as best as possible to the research ethics the respondents stay anonymous, because of the possible sensitive information on the experiences regarding SALTO RISE.

International education at SALTO RISE

SALTO RISE is an international primary school with currently 40 children between the age of 4 and 6. 90% of the children originally come from India. The main goal of SALTO international school RISE is to help their students in their development of becoming bilingual or multilingual. SALTO RISE has several unique dimensions which make them different from other international schools in the Brainport region. The focus on being Dutch, the focus on being an international, the focus on home language and culture, the low school fee and the International Primary Curriculum (IPC). Furthermore observations were held during class and it was made particularly clear how important it is to include every child and to make each child feel at home at school, the teachers try their best to accomplish this.

Experiences of expats on SALTO RISE

The focus on being Dutch is experienced really positively by the respondents. The focus on being an international is also very important for the respondents. Both focus points are specifically important for the expats, because of the uncertain future whether they will stay in the Netherlands or have to move because of loss of their job. The focus on home language and culture is less important compared to the other focus points. Most children already learn the language and culture at home from their parents. The low school fee is really important for the expats. The International Primary Curriculum is also received positively by most expats. They like that the children learn by playing instead of the use of books.

Migrations decisions and international education

Job opportunities was selected the most important reason. Many expats were send here by their company in India to work. The salary was also an important reason to migrate for some respondents, because there is a severe difference in salary between India and the Netherlands. The career opportunities in the Brainport region were also an important reason for many respondents to migrate. The quality of life was not for everyone a reason to come to the Brainport region, although all respondents agreed that life was better in the Netherlands. The aspect of having early contacts turned out not to be important in the migration decision. Most respondents did not think about finding a suitable school for their children before coming to the Brainport region, so education was not really a migration decision factor as well. Regarding the future plans of the expats, all aspects were found important in the decision to stay or move on. However for most respondents the future is very unclear, because their future strongly depends on the job opportunities.

Conclusion

SALTO RISE is stated as very important for the expats, but it does not have an impact on the migration decisions (yet). In the future it could be possible that SALTO RISE will help to attract new expats to the Brainport region because of the very positive publicity. All respondents were very positive about SALTO RISE and almost everyone wants to recommend SALTO RISE to people they know. The findings of this research will help the Brainport region by giving new information on international education concepts. Suitable education is an important aspect in attracting and retaining expat families. SALTO RISE can use this information in order to improve the programme. Different points of improvement came forward during the interviews and surveys. This research could have been more reliable if more respondents wanted to do the interview instead of the survey. Most respondents were willing to fill in the survey, because it was less frightening for them. The non-response could unfortunately not be solved in the timeframe of this research. The country of origin of the respondents was biased, this could however not be solved. Another shortcoming of this research is the possible overstatement of the relevance of SALTO RISE, this was not possible in the timeframe of this research.

Chapter 1: Introduction

This chapter will be an introduction to the research objective, after that the research issues, the research aim and the research questions are discussed. At last the societal and scientific relevance of this research are stated.

1.1 Research objective

Migration is a process which happens all over the world. One of the most common reasons why people want to migrate to another part of the world is because of economic opportunities. People tend to migrate in order to get a better job, to get a higher salary or to have better career opportunities. The selection of the region where people migrate to is also a choice which a labour migrant has to make. Several factors are relevant in making that decision, for example the specific region where a migrant and/or their spouse can find a job and whether there is a suitable form of education for the children of the labour migrants. This last factor will be an important part of the focus of this research.

Brainport is a region in the South-East of the province Noord-Brabant with the city of Eindhoven as its centre. The map showed in figure 1 shows the exact position of the Brainport region in the Netherlands together with the other 'ports' in the Netherlands.



Figure 1: Map of where Brainport is located

The Brainport region is focused on technological innovation; worldwide known companies as Philips and ASML are based in this specific region. This region is growing, with more economic growth than other parts of the Netherlands in 2015 (Brainport monitor, 2016). Not only the economy is growing, also the companies settled in the Brainport region are growing, looking at the amount of fulltime employees (Brainport monitor, 2016).

So the companies in the Brainport region want more employees and the demand for higher educated employees in the Netherlands is rising more than ever (Raspe, Groot, Boschman, Beckers, Sleutjens, Boterman, & Gessel, 2014). The main issue is that there are not enough highly educated and especially technically skilled employees in the Netherlands and therefore the companies are forced to find their employees elsewhere (Raspe et al., 2014). Therefore the amount of foreign employees, further called expats, is growing. Especially the amount of Indian expats coming to Eindhoven has been growing over the last couple of years. Figure 2 shows the amount of Indian people living in Eindhoven.

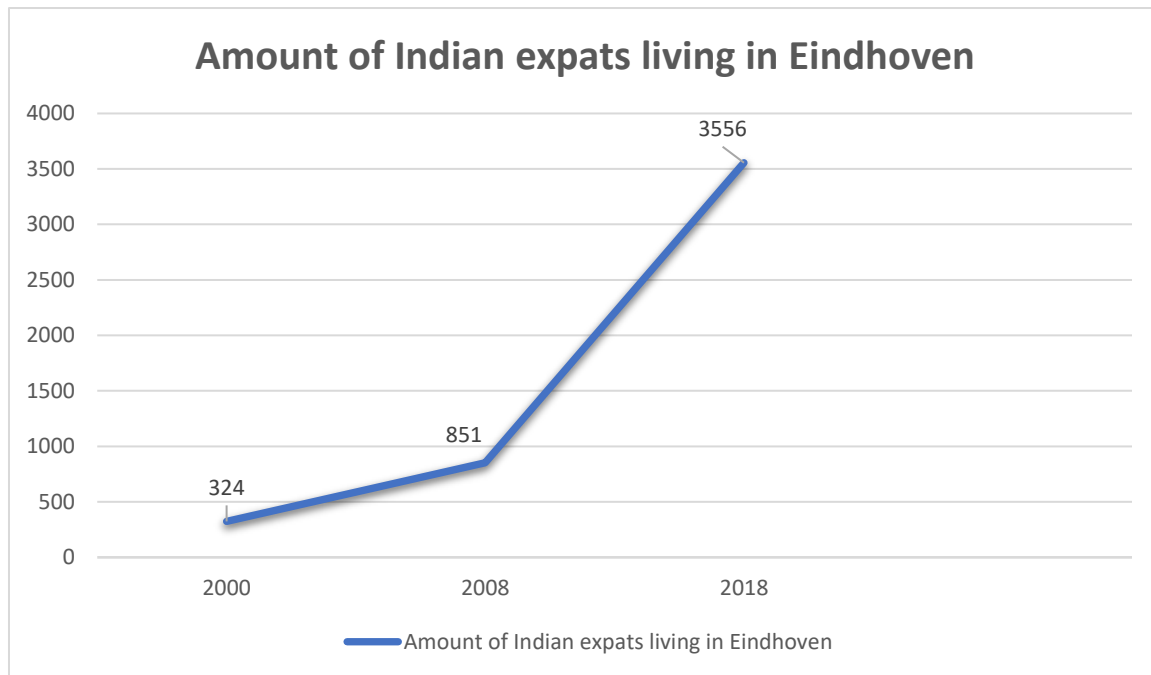


Figure 2: Amount of Indian expats living in Eindhoven

Not only the amount is growing, also the characteristics of expats are changing. The expats tend to stay in the Brainport region for a longer period of time and the expats get local employment contracts. The age of the expats is also changing, younger couples and young families are migrating towards the Netherlands. Expats often come together with their families, instead of alone. The characteristic of expats which however does not change is the main reason why the expats migrate to another region, expats still come to the Brainport region in order to get a better job and a better career (Raspe, et al., 2014). So the most characteristics of expats change and therefore their demands for the region where they want to migrate to changes as well.

In order to fulfil a part of the changing needs of those expats, SALTO international school RISE developed an international education concept specifically for the children of those expats. This concept consists of a program where language is the most important aspect, pupils are taught in both Dutch and English, furthermore the school works with an International Primary Curriculum (IPC). Besides the language, the culture is also an important aspect of education, both the Dutch culture and the native culture will be taught at school. These aspects are the 3 focuspoints of SALTO RISE, the focus on being Dutch, being an international and on home language and culture. The main goal of this concept is to offer the expats and their family a choice to continue at an international secondary school or at a regular Dutch school. Another important aspect of this concept are the low school fees, it will cost 350 euro's per pupil per year (Information leaflet SALTO International School RISE, z.d.). This research will explore the possible changing attractiveness of the Brainport region for expats due to this concept of an international school, by focussing on the migration decisions of the expats in the Brainport region.

1.2 Issues and research aim

The underlying issue regarding this topic is the fact that the Brainport region lacks technical and higher educated employees. In order to solve this issue, the Brainport region wants to attract more expats in order to fill up these vacancies. The issue however is that these expats more often have young children, who also need education. Furthermore the expats coming to the Brainport region more often get a local contract, which causes that there is no opportunity for the children of the

expats to go to existing international schools, because the school fees are too high. Another issue is that the expats coming to the Brainport region have no idea on how long they will stay. The international education concept of SALTO RISE tries to solve the issue regarding the education of the expats in the Brainport region.

The main issue relating to this topic is the fact that the characteristics of expats are changing (Rebel, 2018). The first difference is that the expats who came to the Brainport region a couple of years ago tended to stay in the Netherlands for just 3 to 4 years. Another difference is that the first expats who came to the Brainport region were brought by the bigger technical companies like ASML and Philips. Those companies arranged everything for the expats, they got a place to live, a place to work, a place for the children to go to an international school and a reasonable salary.

Nowadays the expats who come to the Brainport region are also brought here by the medium-sized companies, according to G. Simons (personal communication, December 4, 2018). For those expats the companies did not arrange as much as the bigger companies did before. The expats get a local employment contract, which means that no compensation for education is included. Furthermore the new expats tend to stay longer in the Brainport region, 6 to 7 years, compared to the older expats. There is also a large group of new expats who have no clue how long they will stay in the Brainport region. Therefore the specific needs for education for the children of the expats changed as well. If an expat stays longer in the Netherlands it means that the Dutch language and culture becomes more important. Also the degree of internationalisation is important for their children looking at the future jobs of the expats, which could be everywhere in the world. So this concept for an international school is developed in order to find a solution for the main issue in this context (G. Simons, personal communication, December 4, 2018).

The main aim for this research is to help to find a solution for the issues regarding this topic. This research will help to find this solution by providing information and insights on a small part of the issue. In order to help to find a solution to this issue, the main aim of this research is divided into several research aims. The first aim of this research is to provide insights in the international education concept of SALTO RISE. Another aim of this research is to gain information on the experiences of the expats who made the decision to migrate to the Brainport region and to subscribe their child(ren) to the international education concept of SALTO RISE. The last aim is to get insights in the migration decision factors of the expats who migrated to the Brainport region and whether the expats want to stay in the Brainport region or to move on.

1.3 Research questions

While taking into account the issues regarding this topic and the aims of this research, the main research question and the sub-questions are formulated. The main research question for this research is:

How does the SALTO international school concept shape the migration experiences and decisions of expats in the Brainport region?

In order to formulate an answer to this main question, the main question is divided into several sub-questions. Each sub-question will form a part of the answer of the main research question. The answer to the first sub-question will give insights in the international education concept of SALTO itself. It will give information on what the concept exactly is and how it works in practice. The first sub-question is:

1. What does the international education concept of SALTO entail?

The answer to the second sub-question will gain information on the experiences of the expats living in the Brainport region who are already participating in the international education concept of SALTO. The second sub-question is:

2. How do expats in the Brainport region, whose children participate in the SALTO international school, experience this international educational concept?

The third sub-question will give insight in the role of the international education concept of SALTO on the decision making of the expats now and in the future. While also specifically looking at whether the expats and their family will stay in the Brainport region or move on. The third sub-question is:

3. What are the migration decisions of expats and their families in the Brainport region and which influential factors shape these?

1.4 Societal relevance

Research has also been done on the needs of international education in the Netherlands and those researches concluded that there is a demand of expanding the existing forms of international education and especially for primary education (Taskforce Internationaal Onderwijs, 2017). There has also been looked at the effect of a good international education system on the attractiveness of the Netherlands for expats (Taskforce Internationaal Onderwijs, 2017). It is indeed the case that an area is more attractive for possible expats if there is a good international education system. As a result of that SALTO designed an international education concept.

This research will give new insights in this international education concept and whether this concept affects the attractiveness of the Brainport region for expats. These insights will be relevant for the expats, the local government and the schools in the Brainport region. The expats could be helped with their decision making whether they want to migrate towards the Brainport region or not. The local government will have new insights on this concept and its effects and they could change policies and funding's according to those results. SALTO will benefit from this research, because they will get insight in whether this concept works in practice and whether it has an effect on the attractiveness of the Brainport region.

1.5 Scientific relevance

Research has been done on the decision making factors of migrants, a decision making factor is for example the opportunity to find a job (Santacreu, Baldoni & Albert, 2009; Syed, Khimani, Andrades, Ali & Paul, 2008; Eacott, & Sonn, 2006). Another decision making factor which is specifically important for families who migrate is the access to education for the children (Ryan & Sales, 2013; Ackers & Gill, 2009). A family is more likely to migrate towards a specific place if there is a suitable form of education for the children of the expats (Ryan & Sales, 2013). The decision whether to migrate or not is not only made by the person who gets the job in another country, the decision is made by the entire household (Lucas & Stark, 1985; Stark & Bloom, 1985).

So earlier research shows that education for the children of the migrants is an important aspect of the decision making (Ryan & Sales, 2013; Ackers & Gill, 2009). However there is a leak in information about the linkage between international education and migration decisions in the case of the Netherlands and of the Brainport region more specifically. No scientific research has been done on this concept yet. This research will add new information to this debate, because it will look at the effect of this specific international education concept from SALTO RISE on the attractiveness of the Brainport region. Other regions which have to deal with expats could also learn something from this research. They could learn about the possible importance of international education for expats, which might also be the case in their region.

The specific location combined with the specific international education concept differs from earlier research. The results of this research will give new insights on the effect of this concept from SALTO on the decision making of expats and whether this concept will help to attract new expats to the Brainport region or to keep expats in the Brainport region for a longer period of time. Furthermore the results of this research will be a contribution to the existing literature on this subject.

Chapter 2: Theoretical framework

In this chapter a literature review on relevant literature and theories concerning this subject is stated. Literature on migration and bilingual primary education will be discussed in this chapter. Furthermore a conceptual framework is visualized in this chapter, showing the relations between the different concepts discussed in the literature review.

2.1 Migration

2.1.1 Migration and keep & repel factors

Migration is a complex concept and there is no single definition for migration or migrant (Anderson & Blinder, 2011). Migrants can be defined by their movement from one country towards another country to stay there for a long or a short period of time (Anderson & Blinder, 2011). This definition of migrants will also be used for this research. There are different types of migrants, they are categorized by the reason why they migrate. In the current literature 5 categories are presented as possible reasons why people want to migrate. The five reasons are: work, study, family/love, quality of life and a combination of those factors (Santacreu, Baldoni & Albert, 2009). Those reasons to migrate are also called the keep and repel factors. Keep factors are the characteristics of a country or place, which tends to keep people in a certain area (van der Velde & van Naerssen, 2010). Repel factors are characteristics of a country or place, which tends to repel people (van der Velde, & van Naerssen, 2009).

An important reason why people want to migrate is because they believe that they can get a better job in another country (Santacreu, Baldoni & Albert, 2009; Syed, Khimani, Andrades, Ali & Paul, 2008; Eacott, & Sonn, 2006). Another aspect which could be important relating to work is the salary, people tend to migrate in order to get a higher salary (Syed et al., 2008). Another possible reason why people want to migrate is concerning studying. Students want to have the best education possible and sometimes there can be more or better opportunities in another country (Syed et al., 2008; Eacott, & Sonn, 2006). When a part of your family or other loved ones live in another country you could also make the decision to migrate towards them, but this is not the main reason for most migrants (Mincer, 1978). Furthermore it could be reason to migrate because of the possibility to have a better quality of life in another country (Santacreu, Baldoni & Albert, 2009). It could also be the case that someone migrates because of a combination of these factors, there does not always have to be one specific reason to migrate ((Santacreu, Baldoni & Albert, 2009).

2.1.2 New Economics of Labour Migration Theory

As discussed before there are different categories in keep and repel factors for migration. Those factors influence the decision making process of migration. The most important repel factor for expats is work, because they migrate to another country in order to find a job (Raspe et al., 2014).

The process of decision making is not individual, because the family plays an important role in the decision making as well. All members of a household are involved with the decision making: the expat who finds a job abroad, the spouse of the expat and the children of the expat. This matches the New Economics of Labour Migration theory, which states that the decision to migrate is not made by an individual, but by an entire household (Lucas & Stark, 1985; Stark & Bloom, 1985).

So not only the job opportunity is important for expats, also the education for their (future) children is important in the decision making (Ryan & Sales, 2013; Ackers & Gill, 2009; Taskforce Internationaal Onderwijs, 2017). Besides the education for the children, the job opportunities for the spouses of the expats also plays a part in the decision making (Swain & Garasky 2007).

2.2 International Primary Education

2.2.1 Theories on learning languages

Studies have been done on both monolingual acquisition and bilingual acquisition. Most scholars agree that all children have the capability to learn more than one language (Genesee, 2002). Different approaches discuss the way the first language (L1) and second language (L2) are learned by children (Ball, 2010). These approaches disagree on the best way to learn both L1 and L2 (Ball, 2010). Two examples of this discussion will be given.

The contrastive hypothesis states that positive feedback on the learning of the first language will support the learning of the second language (Lado, 1957). When the first and second language are similar in a structural way, than it is easier for a child to learn the second language as well (Lado, 1957). This is so because children can transfer their learning, in this case from the first language to the second language (Lado, 1957). The threshold level hypothesis states otherwise, it posits that children can only learn the second language when the child is competent in the first language. (Skutnabb-Tangas & Toukomaa, 1976). Otherwise when learning the second language without competence in the first language, the child will lose competence in both the first and second language (Skutnabb-Tangas & Toukomaa, 1976).

Most studies agree that especially younger children are capable of learning more than one language, even three of four languages should be possible (Ball, 2010). This can however only be achieved with the right motivation, opportunities to practice and periods of formal study (Ball, 2010). It is however not the case that younger children have the ability to 'soak up languages like a sponge', because the right factors have to be there and it will take a long time to acquisition a language (Cummins, 1991; Lightbown, 2008; Ball, 2010).

2.2.2 Importance of bilingual primary education

The research of Lightbown (2008, p.8) stated several outcomes of the research regarding the importance of bilingualism in early childhood. First of all this research shows that young children are indeed capable of learning more than one language. Being bilingual does not entangle children at a young age and languages do not rival each other for 'mental space' (Lightbown, 2008). Furthermore there are cognitive advantages which are associated with learning more than one language (Lightbown, 2008).

One of the reasons what makes bilingual primary education a success is the surrounding of other children of the same age which speak the language(s) as well. This helps young children to learn the language(s) faster and it makes it possible for every young child, regardless of their intellectual ability, to learn languages (Genesee, Paradis & Crago, 2004).

Nowadays many communities and families are considered as multilingual environments. There is a growing demand for bilingual primary education. It is up to the education systems to provide good education for multilingual young children while taking into account the complexities of multilingual children, communities and families (Ball, 2010).

2.2.3 Education in migration decisions

Besides the five factors described earlier, another possible reason why people migrate is described in literature as well. Another reason why people migrate is because of the educational possibilities for the children of the migrants. People want to migrate because there are better educational opportunities for the children (Ryan & Sales, 2013; Ackers & Gill, 2009). On the other hand, people want to migrate to a certain place because a suitable education can be provided for the children of the expats (Ryan & Sales, 2013; Ackers & Gill, 2009). So the education for the children is not only a reason to migrate, it is also an aspect which affects the place where people migrate to.

So the education for the children of the expats also plays a part in the decision making in whether a household will migrate and to which place the household migrates to (Ryan & Sales, 2013; Ackers & Gill, 2009). A high quality of life and education for the children is very important in order to attract new expats towards the Netherlands (Taskforce Internationaal Onderwijs, 2017). According to the research from the Taskforce Internationaal Onderwijs (2017) it is important to offer more international education in order to increase the attractiveness of an area for expats. Therefore the Taskforce concluded that international education had to be expanded in the Netherlands.

2.2.4 Challenges regarding bilingual primary education

Bilingual primary education seems to have a lot of advantages, but not every school provides bilingual programs. Learning more than one language on a young age does not automatically ensure a bright future for the child (Lightbown, 2008). It takes motivation and practice to maintain the language, otherwise a language can easily be forgotten (Lightbown, 2008). Furthermore, according to Lightbown (2008), the development path of children learning one language and children learning more than one language is observed as similar.

Other reasons why not all schools offer bilingual programs is because of the high costs which are associated with bilingual programs on primary schools (Ball, 2010). Furthermore it might be difficult to find appropriate teachers which are trained in teaching in a specific language, those teachers are mostly short in supply (Ball, 2010).

2.3 Expats

There are different types of labour migrants and expats are such a specific group. Expats have several characteristics which make them different from other labour migrants. The first characteristic is that expats are highly educated people seeking for a suiting job (Raspe et al., 2014; Bontje, Musterd & Sleutjes, 2017; Taskforce Internationaal Onderwijs, 2017). Most of the time these expats work at multinational companies which have job openings for the highly educated migrants (Raspe et al., 2014; Bontje, Musterd & Sleutjes, 2017). Furthermore the expats are characterised as migrants who only stay in the new area where they migrated to for a short period of time (Raspe et al., 2014).

Another characteristic of an expat is that they are relatively younger when they migrate to another country compared to other labour migrants (Raspe et al., 2014). This also means that those expats possibly have younger children or a wish to have children in the nearby future compared to other labour migrants. This matches the results of the PBL (Planbureau voor de Leefomgeving) which states that expats tend to migrate with their family more than other labour migrants (Raspe et al., 2014). So in this research an expat is defined as a highly educated labour migrant, mostly looking for a job at a multinational company, who tends to stay for a short period of time. An expat is also a relatively young labour migrant, which migrates towards another country together with their young children or with the wish to get children in the nearby future.

2.4 Conceptual framework

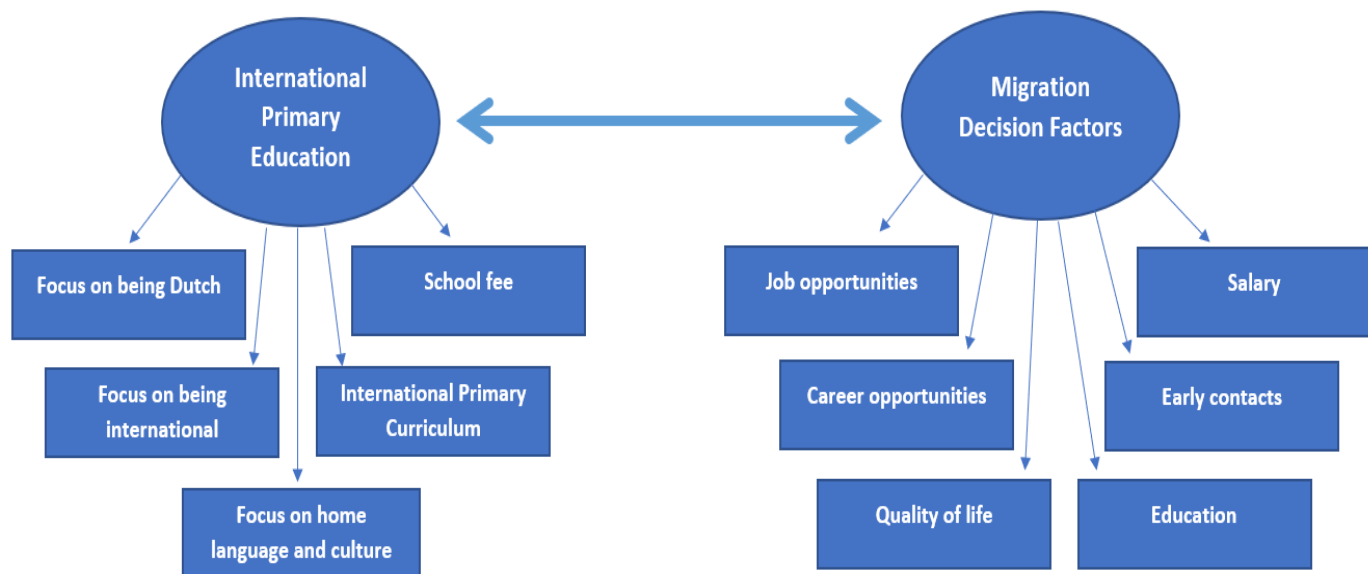


Figure 3: Conceptual framework

The conceptual framework shown in figure 3 shows the relation between the different aspects of this research. If needed, the conceptual framework is shown bigger in Appendix E. The main concepts regarding this research are international primary education and the migration decisions of expats in the Brainport region. The main aim of this research is to get insights in the possible linkage between an international education concept and the migration decisions of expats in the Brainport region, by zooming in on the international education concept of SALTO RISE.

The different migration decision factors which came forward in the literature review are job opportunities, career opportunities, salary, quality of life, early contacts and education. The different dimensions of international primary education which came forward during the desk research on SALTO RISE are the focus on being Dutch, the focus on being an international, the focus on home language and culture, the school fee and the use of International Primary Curriculum. The different factors and dimensions will be discussed by looking at the experiences of the expats. After that there will be looked at which aspect has a role in the migration decisions of expats in the Brainport region, this discussion will take place in Chapter 4.

Chapter 3: Methodology

In order to answer the main research question and the sub-questions, data needed to be gained and analysed. This chapter will show the methodology, methods and techniques which have been used for this research. At first the research philosophy will be discussed, then the research approach and research strategy. After that the data collection details are discussed together with the data analysis and a reflection of reliability, validity and research ethics.

3.1 Research philosophy

Research philosophy looks at the development, nature and source of knowledge. It is a belief about how you should conduct your research in terms of data collection and data analysis (Thornhill, Saunders & Lewis, 2009). There are many different research philosophies, but only one, which is used for this research will be discussed. The research philosophy which matches the assumptions of the researcher is interpretivism.

Interpretivism is originally rooted in the idea that a phenomenon can have several interpretations instead of one truth which can be determined by measurement (Pham, 2018). The interpretivism perspective focuses on gaining a deeper understanding of a specific phenomenon (Pham, 2018). This specific phenomenon will be discussed on the complexity of the phenomenon in a unique context, instead of generalising the understanding for the entire population (Pham, 2018). The research philosophy interpretivism is chosen for this research, because the researcher strongly believes in these ideas and thoughts.

Interpretivism has both advantages and disadvantages which the researcher has to take into account for this research. An advantage of interpretivism is that researchers can understand phenomenon in a social context instead of only describing the phenomenon, it is an in-depth approach (Pham, 2018). Furthermore interpretivists can investigate through interviews the values, perspectives and thoughts of respondents, instead of only observing them, again this gains more in-depth information (Pham, 2018). A disadvantage of the research philosophy interpretivism is that the deeper understanding of a phenomenon in a specific context can't be generalised, so it is harder to verify the usefulness and validity of the research (Pham, 2018). Furthermore the outcomes of the research can be affected by the interpretations of the researcher, so it is rather subjective than objective (Pham, 2018).

The research philosophy interpretivism is also involved with the decisions in the research approach, which will be discussed in the next paragraph.

3.2 Research approach

Different research approaches are possible when doing research, the three different approaches are qualitative, quantitative and mixed methods. Using a qualitative research approach is useable when you want to understand and explore the meaning which groups or individuals assign to a human or social problem (Creswell & Poth, 2017). A quantitative research focuses on testing objective theories by looking at variables and the possible relationships between variables (Creswell & Poth, 2017). The mixed methods approach collects both qualitative and quantitative data. This is used when the assumption is made that a combination of those two methods will give a more complete understanding of the research problem (Creswell & Poth, 2017).

This research is a qualitative research instead of a quantitative research for several reasons. First of all there was a limited amount of respondents, because the international education concept of SALTO RISE just started. There were only around 40 children signed in to SALTO RISE. Therefore the choice has been made to do face to face and in-depth interviews with the respondents. This in order to gain more understanding from the respondents and to comfort them during the interview. Furthermore with a qualitative approach the researcher had the possibility to ask further questions during the interviews in order to get more in-depth information, this also matches with interpretivism as the research philosophy.

For this research information has been collected in order to form an answer to the main question and the sub-questions (Verschuren & Doorewaard, 2007). There are different strategies which could be used to gain the right information. The five key research strategies are: experiment, survey, desk research, grounded theory and case study (Verschuren & Doorewaard, 2007). For this specific research in-depth information has been collected and it was gained from a small amount of research objects, because the research took place in a relatively short period of time. A qualitative empirical research and a case study specifically fits the profile of the research questions for this specific research, because of the way the information is gained (Vennix, 2011). A case study is defined by Yin as: 'A case study is an empirical inquiry that investigates a contemporary phenomenon within its

real-life context; when the boundaries between phenomenon and context are not clear; and in which multiple sources of evidence are used' (Yin, 1989, p.23).

Qualitative research also involves studying the research objects in their natural setting to clarify a phenomenon (Denzin & Lincoln, 2000). This also accommodates with the elements of this research, because the research objects were interviewed in their natural environment, for example in their house or near the elementary school. The information has been attained by face to face interviews with empirical research in and around the Brainport region in the Netherlands. The phenomena which has been clarified with this research is the linkage between the international education concept of SALTO RISE and the decision making of expats in the Brainport region. Multiple sources of evidence have been used in this research, a combination of desk research, observations, surveys and interviews.

3.3 Research strategy

In order to get a better understanding of the international education concept of SALTO RISE observations were held during class. Furthermore desk research has been done on the concept itself and on literature about international education and the International Primary Curriculum.

The experiences of the expats in the Brainport region who were questioned gave insights in the international education concept of SALTO RISE itself and on how it works in practice. Furthermore their experiences gave insights in the linkage between this concept of SALTO RISE and the decision making of expats who already migrated to the Brainport region. The interview guide and survey can be seen in appendix A and B.

An overview of the data collection method which is used for each sub-question is given in table 1.

Research question	Strategy for data collection
Sub-question 1: What does the international education concept of SALTO entail?	Desk research and observations
Sub-question 2: How do expats in the Brainport region whose children participate in the SALTO international school experience this international educational concept?	Interviews and survey
Sub-question 3: What are the migration decisions and experiences of expats and their families in the Brainport region and which influential factors shape these?	Interviews and survey

Table 1: Overview research questions and data collection method

The observations were held during class with children and two teachers, during the observations several conversations took place between the teachers and the researcher. During the desk research, many conversations took place with the location director of SALTO RISE and the head of the school about SALTO RISE. The interviews and surveys were held with the parents whose children participate in SALTO RISE.

The outcomes of the desk research, observations, interviews and survey answered the main research question and the sub-questions. This triangulation of data, where outcomes of the several data sources are combined, is important for this research (Bryman, 2006). By using this triangulation and the different actors which participated with this research, the validity of this research is improved and an better in-depth understanding of the case is granted (Jick, 1979).

In order to get in contact with the different respondents the network of the internship organization, SALTO international school RISE, has been used. This organization has a large network including the expats whose children participate in the international education concept of SALTO RISE and the teachers who teach at SALTO international school RISE where observations could be held.

3.4 Data collection details

The interviews have been held with the expats whose children are participating in the international education concept of SALTO RISE in the Brainport region. No further selection of respondents has been made on characteristics, because this is already a limited sized group of respondents.

Furthermore the assumption was made that the decision to migrate to the Brainport region was made by the entire household. It would not matter whether the respondent was male or female, as long as he or she was a part of the household.

The intention was that from each household, who have children participating in the international education concept of SALTO, one adult will be interviewed. It was important that the expats who are interviewed already made the decision to migrate towards the Brainport region and already had chosen for SALTO RISE as an education for their children. This however did not work out, because parents were scared to do the interview. Several parents made an appointment, but did not show up, because they were afraid of doing the interview. Therefore a new way of collecting the data for this research had to be designed. There has been chosen to build an online survey which parents could fill in at home, without the fear of having to meet the researcher face to face.

Respondent number	Country of Origin	Data collection method
Respondent 1	India	Survey
Respondent 2	India	Survey
Respondent 3	India	Survey
Respondent 4	India	Survey
Respondent 5	India	Survey
Respondent 6	India	Survey
Respondent 7	India	Survey
Respondent 8	Unknown	Survey
Respondent 9	India	Survey
Respondent 10	Brazil	Survey
Respondent 11	India	Survey
Respondent 12	India	Survey
Respondent 13	India	Survey
Respondent 14	India	Survey
Respondent 15	India	Survey
Respondent 16	India	Survey
Respondent 17	India	Survey
Respondent 18	India	Survey
Respondent 19	India	Survey
Respondent 20	India	Survey
Respondent 21	India	Interview
Respondent 22	India	Interview
Respondent 23	India	Interview
Respondent 24	India	Interview
Respondent 25	India	Interview

Table 2: Overview respondents

Table 2 shows some characteristics of the different respondents who were either interviewed or who filled in the survey. What stands out the most is that 24 out of the 25 respondents originally come from India and only 1 out of the 25 respondents originally comes from Brazil. This is representative for the nationalities in the classes of SALTO RISE, where 90% of the children originally come from India. In total 5 interviews have been held and 20 surveys have been collected. In total 25 parents have been questioned out of a group of 40 possible respondents.

It was difficult to get in contact with the parents and to get them to participate in this research, therefore there was non-response regarding this research. Several parents were afraid that their English was not good enough or they just did not want to participate in any research. For some of these parents, who refused to cooperate at first, the survey was an outcome. They did want to fill in the survey, so this helped a lot to gain more response. Almost all respondents originally come from India, it was not possible to include more respondents from other countries, because almost all the families who joined SALTO RISE are originally from India.

The group of possible respondents grew during the implementation of this research, because new children joined the international class of SALTO RISE. The more recent expats whose children joined SALTO RISE are not questioned for this interview, because of the possible inadequate experience regarding the international education concept of SALTO RISE.

3.5 Data analysis

The data which is collected for this research needed to be analysed in order to formulate answers to the main research question and the sub-questions. The interviews have been transcribed and analysed with the use of the program Atlas.ti. Atlas.ti is used by creating and assigning codes to the different topics which came forward during the interviews. After that the different groups were made in order to get a better overview of the different codes. The results of the survey are also conducted into a text and analysed by using the program Atlas.ti in the same way as the results of the interviews. The results of the survey are further shown in Excel in the data zip-file.

Several ways of coding can be done in the software Atlas.ti. For this research there has been chosen to assign codes, while taken into account the indicators which came forward during the discussion of the theories and while taking into account the conceptual framework. The code book which shows details on the different codes is shown in appendix D. After all the texts were coded, networks were formed between the different codes in order to see the relations between the different codes (Hwang, 2008). The networks of the codes are shown in appendix C.

3.6 Reflection on validity, reliability and ethics

Diesing stated two kinds of problems with a qualitative research and specifically for a case study. The different problems are named 'observer bias' and 'participant bias' (Diesing, 1972). Observer bias means that everyone makes certain selections in their mind which could affect observing and describing the research. So every researcher makes a selection based on their own point of view (Diesing, 1972). Participant bias means that the natural setting, which existed before the research took place, changes. This means that the researcher should participate actively in the setting of the research in order to understand the situation and to avoid this problem in the research (Diesing, 1972).

In order to avoid the observer bias problem this research did not only include the use of observations, but also of interviews and desk research in order to gain information, which is called triangulation (Vennix, 2011). Furthermore the researcher tried to reflect on the communication

during the research in order to find out whether there are communication problems. If this was the case, then there is a possibility that the researcher does not understand the social setting of the research (Vennix, 2011). So this has been avoided in this research in order to increase the validity and reliability of this research (Verschuren & Doorewaard, 2007).

In order to fulfil as best as possible to the research ethics, one specific procedure has been taken into account. All the information which is gained from the respondents have been analysed anonymously. The respondents are numbered instead of called by their name. The anonymity of respondents is considered as a very important part of research ethics (Grinyer, 2009). The choice has been made to do so in order to protect the respondents, because of the possible sensitive information on the experiences regarding SALTO RISE.

Chapter 4: International education at SALTO RISE

In this chapter SALTO RISE will be discussed with particular interest in the different unique dimensions of the international education concept of SALTO RISE. Furthermore there will also be looked at the observations which were held during class to get a better image on how the international education concept of SALTO RISE is shaped in practice.

4.1 SALTO RISE

SALTO international school RISE (Reigerlaan International School Eindhoven) started in the beginning of 2019 with two kindergarten groups, age 4 to 6. In total 40 children are participating in SALTO RISE and 90% of the children in SALTO RISE originally come from India. SALTO RISE has a local focus and most of the children live in or around the city centre of Eindhoven. SALTO RISE is located at the edge of the city centre of Eindhoven. From August 2019, SALTO will open another location on the other side of Eindhoven, where the multilingual program will be offered for all years on primary school.

SALTO international school RISE is a multilingual primary school concept which is developed in order to offer multilingual education to the children of the many expats living in the Brainport region. This concept is considered a balance between traditional Dutch education and traditional international education. Meaning that the children will be taught in both Dutch and English, in practice this means that for example on Monday they will be taught in English and on Tuesday in Dutch and on Wednesday in English again. The languages are alternated every other day and so are the teachers which are specified in either teaching in Dutch or in English (SALTO RISE, 2019).

The unique goal of SALTO international school RISE is:

‘When graduating from our school we want to have helped our students in their development of becoming bilingual/multilingual children for whom both choices are open: continuing at a regular Dutch secondary school or continuing at an international secondary school’ (SALTO RISE, 2018).

4.2 Dimensions of SALTO RISE

SALTO RISE is a unique school concept which offers bilingual primary education. There are several dimensions which makes SALTO RISE so unique compared to other international schools in the Brainport region. The different unique dimensions of SALTO RISE are discussed below.

4.2.1 Focus on being Dutch

SALTO RISE has 3 focuspoints, the focus on being Dutch, being an international and on home language and culture. The aim of this international education concept by SALTO is to offer a hybrid form of international education specifically for the children of expats living in the Brainport region.

These expat families tend to stay in the Netherlands for a longer period of time or the length of stay is undetermined. For this group of children specifically it is important to integrate in the Dutch society by learning the Dutch language and by learning about the Dutch culture. This is why the focus on being Dutch is so important for SALTO RISE (SALTO RISE, 2019). Every week half of the classes will be taught in Dutch in order to improve the Dutch language skills of the children who participate in SALTO RISE. This makes SALTO RISE different from other international schools in the Brainport region.

4.2.2 Focus on being an International

The next focus point is the focus on being an international. Again this focus point is based on the fact that expat families do not know when they will move back to their country of origin or maybe move to another country. It is therefore important for the children of expat families to be an international and to learn the English language. So the opportunity keeps open to continue education at another international school somewhere around the world, because of the acquisition of the English language (SALTO RISE, 2019). Therefore the classes of SALTO RISE will be taught in English half of the time.

4.2.3 Focus on home language and culture

The last focus point is the focus on home language and culture. This focus point is not entirely worked out yet by SALTO RISE. The idea is that after school parents will help in order to maintain the home language and culture of the children. For most children this will be the Indian language and culture. It is not yet certain how this program will be shaped in the future. An example on how the Indian culture could be implemented came forward during the holy festival, which is an Indian tradition and it was celebrated this year at SALTO RISE.

4.2.4 School fee

Another aspect which makes SALTO international school RISE different from other international schools in the Brainport region is the fact that the school fee is only 350 euro per student. The school fee is much higher at other international schools in the Brainport region. This low school fee is specifically interesting for the expats living in the Brainport region with a local job contract. In these local contracts there are no facilities to subsidize education for the children by the company for which they work. While the 'original' expats do have contracts which facilitate education for the children of expats, meaning that they can apply for the traditional international schools in the Brainport region (SALTO RISE, 2019).

SALTO believes that education should be accessible and open for every child. The low school fee is made possible by subsidies of the Dutch ministry of Education. The ministry regulates that only international families can be administrated for this international education concept of SALTO (SALTO RISE, 2019).

4.2.5 International Primary Curriculum

The International Primary Curriculum (IPC) is used at SALTO RISE. The IPC argues for the need to help children to acquire academic skills and knowledge, together with developing an international mindset and personal dispositions. (Hayden & Thompson, 2012). Furthermore the IPC claims that it is important to help children to learn and see things from multiple perspective (Hayden & Thompson, 2012). The world nowadays is cross-curricular, meaning that everything in this world can be understood from looking in from a multiple perspective (Barnes, 2007). Retrieving from these believes the IPC developed a couple of structural features. The International Primary Curriculum exists of three core structural features: learning goals, units of work and assessment for learning programme (Hayden & Thompson, 2012).

The learning goals are based on the research of Wiggins (1998), this research stated the advantages of using learning goals in education. Students will no longer learn specifically what is on the test, but they will know what they need to learn, they will know how to show what they have learned and they will know how to improve further (Wiggins, 1998). The question: 'Will this be on the test?' will no longer be asked by students when they have learning goals, according to Wiggins (1998). The learning goals improve the curriculum by not only learning a list of facts to pass a test, but it clearly defines what is expected from the children in the terms of understandings, skills and knowledge (Hayden & Thompson, 2012). The learning goals of the IPC includes goals for personal development, for each subject that is in the curriculum and for developing international understanding (Hayden & Thompson, 2012).

The learning goals explain what needs to be learned according to the IPC, the next key element of the IPC, units of work explain how it need to be learned. Units are detailed plans that explain how children will learn over a specific period of time, for example 8 weeks or half a year (Hayden & Thompson, 2012). Each unit is based around a specific theme, for example globalisation and each theme offers a framework for how to learn and how to teach (Hayden & Thompson, 2012). According to Wiggins and McTighe (2011) the use of units make sure that the learning will be focused, coherent and generative.

The assessment for learning programme is the next key feature of the International Primary Curriculum. The skills and knowledge taught in the IPC needs to be assessed in different ways, the skills need a more practical assessment, while knowledge need to be assessed more effectively, for example by testing (Hayden & Thompson, 2012). There are two different ways of assessment, assessment of learning and assessment for learning (Hayden & Thompson, 2012). Assessment of learning means documenting where the child is now, while assessment for learning is about helping children to improve and to learn better (Hayden & Thompson, 2012). The IPC believes in skill-learning, while also focussing on improving the knowledge.

4.3 Observations

The observations were held on the 22nd of May 2019 and the observations were held in the classroom of the international department SALTO RISE. The researcher was allowed to observe the whole day during the classes of Monique and Emmy. During the observation the researcher helped in class for a few hours which made a part of the observation a participating observation. During the other hours the researcher did not help in class and was just sitting in the classroom, this was the non-participating part of the observation.

On Wednesday there is both a Dutch and English teacher available in class, meaning that both the Dutch and English language are taught during the day. One thing that stands out is that some of the children really prefer to talk in Dutch, while other children are more comfortable with the English language. The children preferring to speak Dutch also make more contact with the Dutch teacher and in the same way the children preferring the English language make more contact with the English speaking teacher.

The day began with a group talk and a new child was introduced to the group. The teachers introduce her to the group and the new student is a bit nervous and anxious. The other children are asked about how they felt when they came to this classroom for the first time. The children react by saying that they felt nervous and anxious as well and that it was hard to make new friends on a new school. The teacher asks if some of the children want to play with her today so that she won't have to be alone on the first day. Almost all the children raise their hand and tell what they want to do with the new child today. One child tells that she will play with the new child, another child would

want to cuddle with her and another child even wants to give her kisses when the new child for example falls during the break. Most of the other children agree and react enthusiastic to hugging and kissing the new child. The new child is no longer looking nervous and a smile is forming on her face. The teachers and the researcher look at each other and we feel that the new child feels welcome on her first day on a new school.

Later that day there are several activities in the classroom, the children go to a new activity each round and there are three children per activity per round. The children can read, write, play with clay, play with blocks, draw, play in a sandpit and play cognitive games. The teachers help the children with reading and writing and with the cognitive games, the other activities are done independently by the children. During these activities the researcher helped children with drawing and claying and I had the opportunity to talk to some of the students about how they feel about going to school. Every child the researcher spoke with was very enthusiastic about going to school and they loved to learn and to play with their friends in class.

During the break time the children were allowed to play outside. The children were playing in the sandpit and on the playground and during that time the research could again speak with some of the children about their experiences in school. The conversations between the researcher and the teachers also became interesting during the break. The teacher asked a child why he went to this school and the child told me that he used to go to a traditional Dutch primary school and that he was bullied there a lot, because he originally comes from India. He felt really at home here at SALTO RISE and he was no longer bullied here, because almost all the children in his class originally came from India. It was much easier for him to make friends in this class compared to his old class, he really felt at home here at SALTO RISE. The teacher told me that this was the case for many of the children in the SALTO RISE classes. The children feel that they don't belong in a Dutch primary school and here at SALTO RISE they feel included, they are no longer bullied and they make friends in class more easily. The feeling of belonging is very important for these children and the teachers make a lot of effort in order to make every child feel at home at SALTO RISE.

Chapter 5: Experiences of expats on SALTO RISE

This chapter will look at the experiences of expats in the Brainport region on the international education concept of SALTO RISE. These experiences are gained from the interviews and the online survey. The results will be discussed by following the conceptual framework and by specifically looking at the unique dimensions of SALTO RISE.

5.1 Focus on being Dutch

Especially the focus on being Dutch is important for parents. Respondent 21 states about this: *'I think that is important, it is a very good initiative, because when I am living in a country it is always good to include the language and culture of that country'*. It is found important for both the children and the parents to learn about Dutch culture. Respondent 22 states: *'My daughter needs to know about the people here in the Netherlands, about the culture and the language and traditions also'*.

To the contrary, the focus on being Dutch is not important to all parents, respondent 9 states: *'Focus on home language and culture is most important than being Dutch'*. Respondent 14 states about this matter: *'Being an expat above three points are the major concern for every parent and SALTO RISE is providing with the solution where the kids can stick to their own culture and at the same time can mix well in Dutch culture also'*. Respondent 25 totally agrees with respondent 14 and states: *'Dutch culture is also something the children are learning, Dutch festivals also, so a combination of both, the students are learning everything'*.

Respondent 23 states that the focus on being Dutch is specifically important for expats who don't know about the future yet: *'Dutch is very important also, because we don't know the future of my job. If I have the opportunity to stay here for a long time, then you can say that it is also important for my kids to learn Dutch also. We don't know what the future holds, if we get the chance then we love to stay here in the Netherlands and we would love to continue the Dutch language'*. Respondent 24 does not agree with respondent 23 regarding this matter. Respondent 24 also does not know what the future holds, but respondent 24 states: *'Dutch is less important, because we stay here a short time, if we stay longer than it is more important'*.

5.2 Focus on being international

Other parents find these focuspoints specifically important for expats living in the Brainport region. Respondent 8 states: *'From our perspective these three points are valid since we are migrants and want to stay for a long time in NL'*. Respondent 10 agrees with respondent 8 regarding this matter: *'It's the perfect solution for me, since it's able to prepare my children to the future for plan A, and plan B. I see these three focus points as the major advantage of SALTO RISE for internationals'*. Respondent 9 also agrees by stating: *'SALTO RISE found a perfect balance between international education and Dutch education which is a fantastic approach for international kids'*.

Respondent 14 described the following about the achievements of her daughter because of the focus points: *'There is huge improvement in her Dutch and English in last 4 months and at the same time her thinking and analytical skills has improved drastically'*. Respondent 24 agrees with respondent 14 regarding the achievements of the children: *'Her English speaking is so fluent right now, her schooling here started in February and now she speaks more English words and Dutch also. That is an improvement for her'*.

Respondent 3 stated the bilingual aspect of SALTO RISE as the main positive point on SALTO RISE: *'Bilingual education is the best part of SALTO RISE'*. Most of the respondents agreed with respondent 3 and also felt that the bilingual aspect of the curriculum of SALTO RISE is the main positive aspect of the concept. Respondent 8 does not agree with the other respondents and states: *'International level of teaching should be increased at least in writing and making arts, drawings.'*

Respondent 24 clearly states that the focus on being an international is the most important focus point regarding the future for the family: *'English is our main concern, because after that we return to India, she can go to English school there, so she need to learn English, so English I prefer'*.

5.3 Focus on home language and culture

Regarding the focus point on home language and culture, the opinions are different. For example respondent 9 states: *'Focus on home language and culture is most important than being Dutch'*. Respondent 20 is also positive regarding the focus on home language and culture and states: *'Focus of home language is also important as it would help not to forget the original identity'*. On the other hand respondent 24 states that home language and culture is less important: *'Actually our culture my daughter automatically gets it from us, because we are not staying here a long time'*.

Respondent 25 is a bit in the middle regarding this subject: *'He has to speak Indian at home. In India if we go back to India, he has to understand both. (...) Indian we will teach him at home as well. It is okay that he is in touch here, he feels like home here and when you feel like home, maybe you learn faster'*. Respondent 25 also states on how the home language and culture is implemented in SALTO RISE: *'They also celebrated the holy festival here, because the majority is from India.(..) Our culture is also interesting for the teachers and they are teaching that, SALTO agreed on that and they also try to teach, they want to make the children Indian as well as Dutch'*. Respondent 25 also claims about this

matter: *'They are also visiting the houses of each child'*. So the teachers are visiting the homes of the children in order to get to know the families better and to learn about their culture at home. This also came forward in the conversations between the teachers and the researcher.

5.4 School fee

The school fee is also an aspect which is unique for SALTO RISE. Respondent 23 states: *'Actually the first thing that attracted me was the money again, because I have 2 kids and most of the companies they don't arrange the school fees in my case my company gives me half of the school fee, but still the International school in Eindhoven has a school fee that is around 5000 euro and 5000 euro is too much for a person like me. Even if I have to pay half of that, but still 2500 is much money compared to the room rent for example which I am paying now'*. Furthermore respondent 23 says something about the extra costs between SALTO RISE and International school Eindhoven. *'Also the activities which they are doing in SALTO they don't charge any additional money for each activity, but in International school Eindhoven for each activity an extra contribution is asked, not everything, but for 80% of the activities extra money is asked. We get an e-mail that we have to bring 1 euro from home for some things at school. It is not a part of education, but some type of business you can say'*.

Other respondents stated the low school fee even as the main positive point of SALTO RISE, respondent 18 states: *'The fee is less compared to fully international School which is helpful for the parents. I can say that is a strong reason for parents to choose SALTO RISE school. As it's a blessing to join an international School at affordable price'*. This argument is shared with respondent 7 who said: *'Bilingual and affordable, yet quality education'*. Respondent 25 also agrees with respondent 18 and 7 and states: *'International school is really, really costly, it is way more than SALTO, it is just too much there'*.

5.5 International Primary Curriculum

The International Primary Curriculum is also an unique dimension of SALTO RISE and parents find the curriculum very good. Respondent 23 states: *'In India we most of the time are totally dependent on the books and if I consider the Netherlands than is totally focused on a lot of activities instead of only on the knowledge. So that is a good thing and that makes the difference between India education and education here'*. Respondent 24 totally agrees with respondent 23 and states: *'I like it that students learn reading and writing by playing and games and things like that'*.

Other parents named the international primary curriculum as the main positive point, respondent 21 states: *'The whole characteristic of the school of how the process goes in the learning, I love that way, because they think they are coming to school where it is all about play and fun and not only studies. The whole procedure of building up the character of a child through this sort of games and fun and play, I think it is excellent'*. Respondent 20 agrees that the international primary curriculum is the main positive point of SALTO RISE: *'Teaching methodology where IPC is used with different themes in which children learn'*. Respondent 16 also agrees with respondent 21 and states: *'They are following the IPC Curriculum and this is the good step for being an international'*.

Chapter 6: Migration decisions and international education

This chapter will discuss the different aspects which makes a motivation to migrate for the expats living in the Brainport region who's children are in the SALTO RISE program. As discussed in the theory, there are different factors which can play a part in the decision to migrate to another place. The factors which will be discussed are job opportunities, salary, career opportunities, quality of life, early contacts and international education. Furthermore the future plans of the expats are stated in this chapter as well.

6.1 Motivation to migrate

6.1.1 Job opportunities

The respondents who filled in the survey had the opportunity to answer the question about whether job opportunities played a part in the decision to migrate to the Brainport region with the five answer possibilities. Definitely yes, probably yes, might or might not, probably not and definitely not were the five possible answers. A diagram in figure 4 will show how the respondents answered this question.

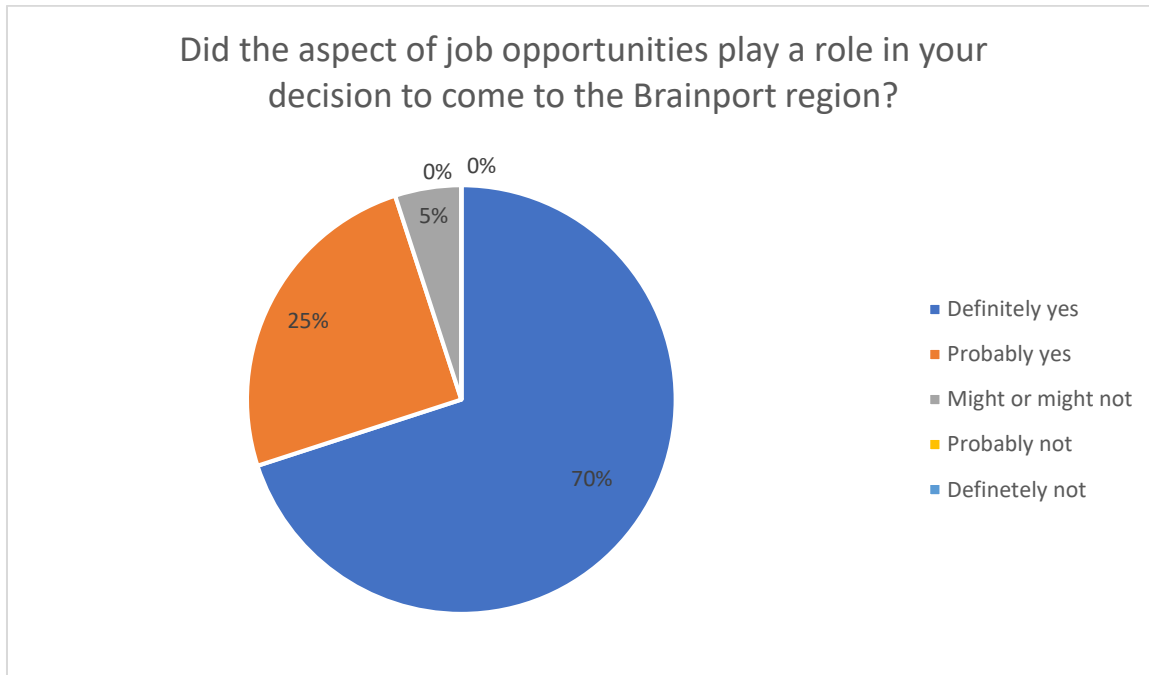


Figure 4: Job opportunities in migration decisions

So for 14 out of the 20 respondents who filled in the survey, the job opportunities in the Brainport region was definitely a reason to migrate towards the Brainport region. For 5 out of the 20 respondents, the job opportunities in the Brainport region was probably a reason to migrate to the Brainport region. Only 1 out of the 20 respondents, might or might not have come to the Brainport region because of the job opportunities. No respondents filled in probably not or definitely not as an answer to this question.

The respondents who filled in the survey were also asked to rank the different aspects which were discussed to importance. Where rank 1 is seen as most important aspect and rank 6 is seen as least important aspect in the decision making to migrate to the Brainport region. The graph in figure 4 shows the results regarding the ranking of the international education concept of SALTO RISE in the migration decisions of the expats. There were 20 respondents who filled in this survey, but two respondents did not fill in this specific question, so therefor there only 18 respondents are shown in figure 5.

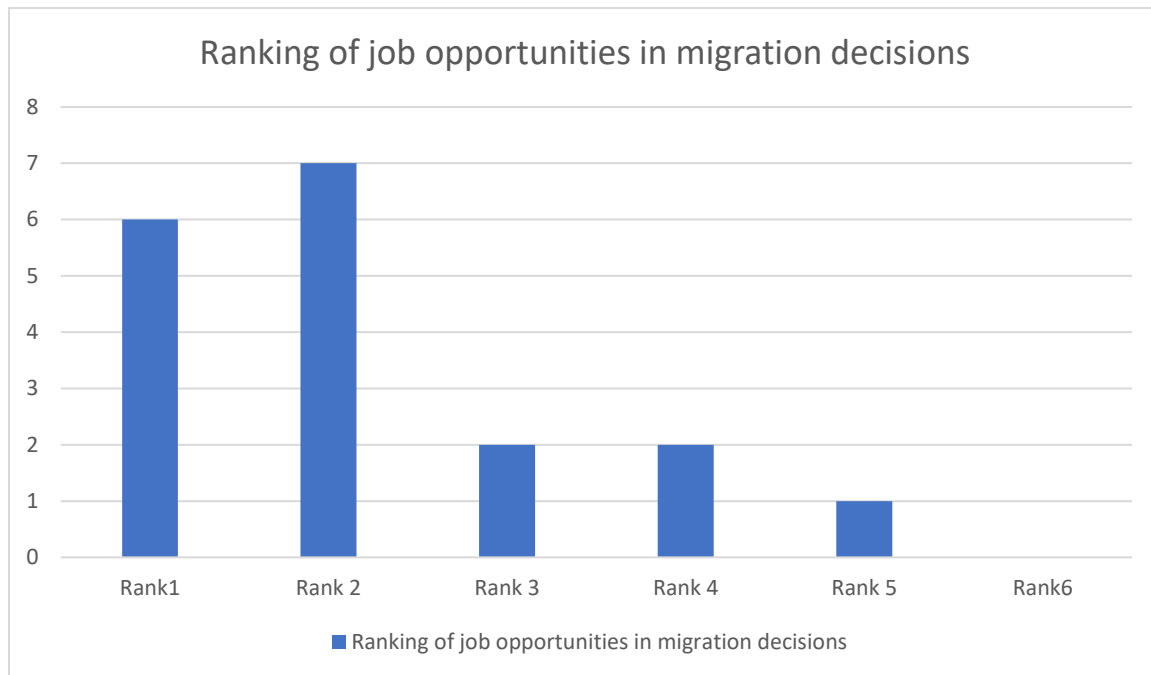


Figure 5: Ranking of job opportunities in migration decisions

Figure 5 shows that the aspect of job opportunities is ranked pretty high. 6 out of the 18 respondents ranked job opportunities as most important regarding the migration decisions. 7 respondents stated job opportunities as second most important. Only 2 persons ranked job opportunities as third most important and this is the same amount for fourth most important. Only 1 respondent ranked job opportunities as second least important aspect in migration decisions and no respondent stated that job opportunities is the least important aspect in the decision to migrate to the Brainport region.

In the survey the question which was also asked was to describe the reason why they migrated to the Brainport region. 18 out of the 20 respondents stated that the opportunity for a job in the Brainport region was the main reason. They either are looking for a job in the Brainport region, because of the many vacancies or they already have a job in the Brainport region, because they got a job opportunity from their country of origin to work for a company in the Brainport region.

Looking at the interviews which were held, the five respondents answered this question similarly to the respondents who filled in the survey. The job opportunities in the Brainport region are for most respondents the main reason to migrate towards that region. Respondent 21 gave a clear description of why the job opportunities in the Brainport region was the most important reason for her and her family to migrate and she described that this is similar for many Indian families. *‘Actually my husband is working for Philips and I think the project where he is working on is going to take a long time, so we decided to come back together. He was working for an office in India so he was already in a project there working together with Philips and they offered him an offshore opportunity so he wanted to take it. Before he was working in other countries as well, like in France and in the United Kingdom. In different companies he was in different jobs and this time it was in the Netherlands. For most of the Indians it would be similar, first of all, if you are in a project and your boss asks you to go offshore and work there. That is something, that is a command, so at first, you have to follow it and that is for every profession the same way. You have to take the norms of the office and you cannot do it on your own, you don’t have a choice’.*

Respondent 22 has a similar story to respondent 21 and agrees that the job opportunities were an important reason to migrate: *‘So we came to the Netherlands, because of my husband’s job. He has a*

job to do here and I want to stay with him, so I and my daughter moved here together'. Respondent 23 also agrees with them and states: *'it is good work and along with the money it gave me more opportunities. So that is why I came to the Netherlands'*. Respondent 25 also claims that the main reason why they came to the Netherlands, was because of a job opportunity: *'I came here 3 years ago to the Netherlands with my husband, he came here for the job, he has an assignment here'*.

6.1.2 Salary

The respondents who filled in the survey had the opportunity to answer the question about whether salary played a part in the decision to migrate to the Brainport region with again the five different answer possibilities. A diagram in figure 6 will show how the respondents answered this question.

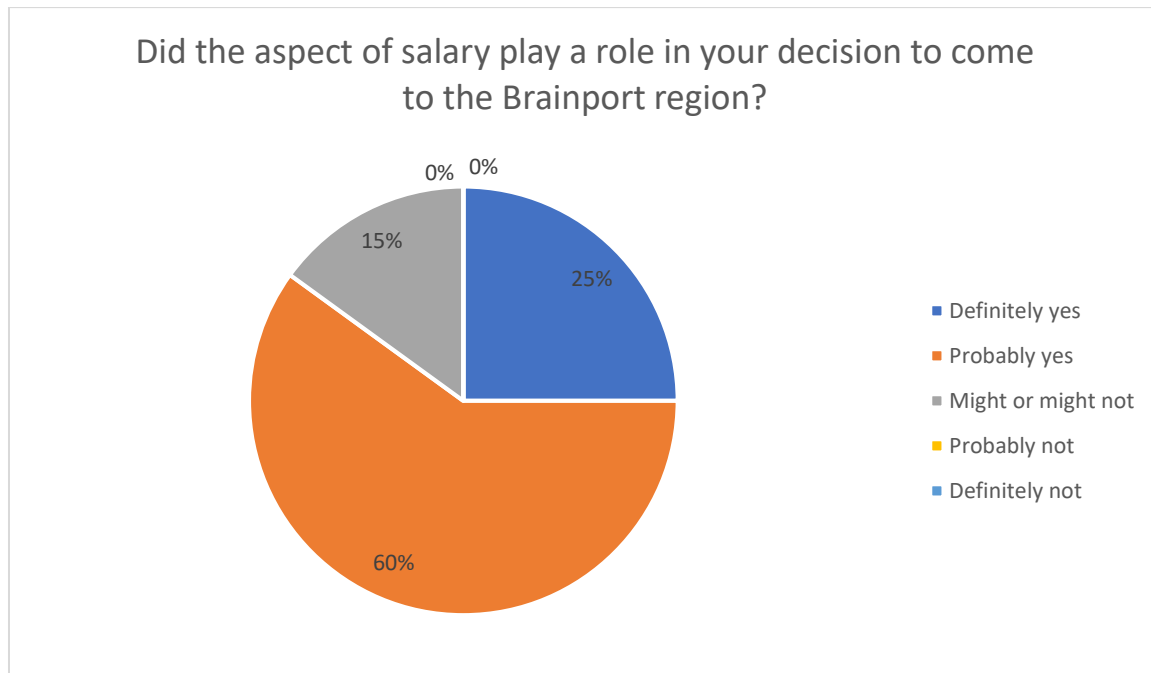


Figure 6 Salary in migrations decisions

Looking at the results of the survey which is filled in by 20 respondents, it stands out that again no respondent filled in probably not or definitely not. While 3 respondents answered that salary might or might not have been a reason to migrate to the Brainport region. 5 out of the 20 respondents filled in that salary was definitely a reason to migrate to the Brainport region. Most of the respondents, 12 out of the 20 respondents, who filled in the survey answered that salary was probably indeed a reason to migrate to the Brainport region.

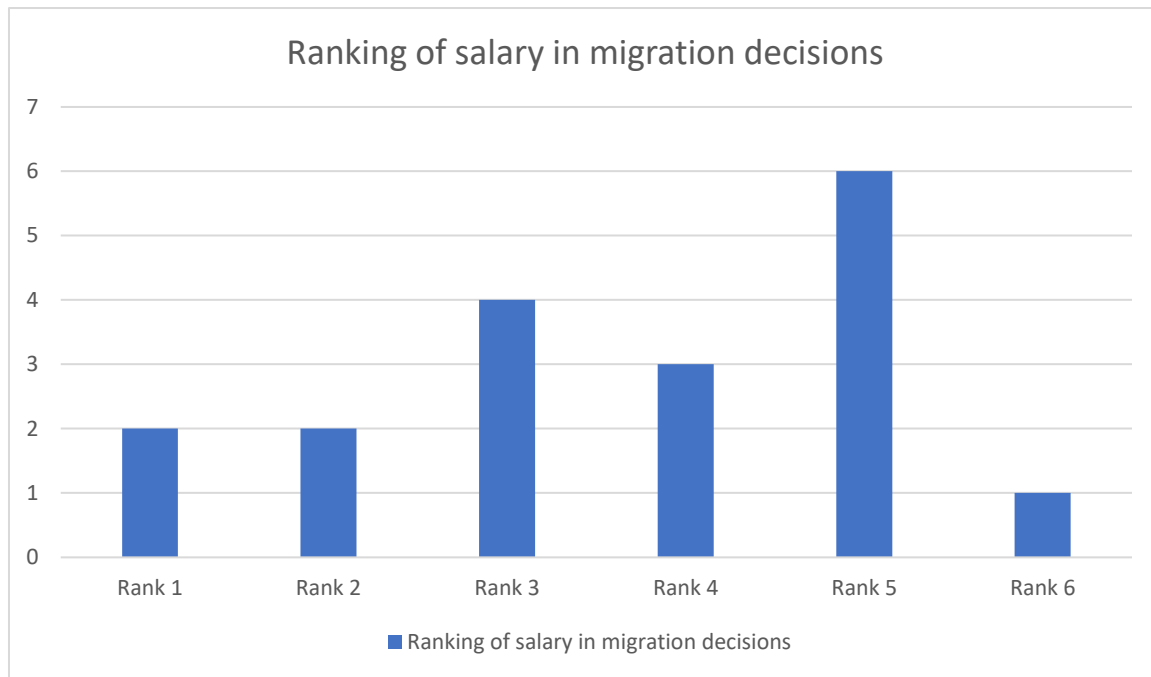


Figure 7 Ranking of salary in migration decisions

Figure 7 shows the ranking of salary compared to the other aspects regarding the migration decisions. Salary is ranked by most people, 6 respondents, as second least important. 4 respondents ranked salary as third most important in the decision to migrate to the Brainport region. 3 respondents ranked salary as fourth most important. While 2 people ranked salary as most important and 2 people also ranked salary as second most important. Only one respondent ranked salary as least important in the decision to migrate to the Brainport region.

During the interviews the aspect of salary in the migration decisions did not come forward as much compared to the job opportunities. Also the salary is framed in the results of the survey as more important compared to the results of the interviews. Respondent 22 states that it is indeed an important aspect, but less important than job opportunities: *'It is not about the salary, I won't say that. It is not the first point, it is more about his career, so if he does something, his role and all these thing around his career are most important. So first his career and the second thing is the salary'*. Respondent 21 agrees with respondent 22 that salary can indeed be better in the Brainport region, but for her family there was not one specific reason to migrate: *'Offshore the money is also a bit more or maybe bigger than what they are getting in the homeland ... I think there are various factors which work when someone switches from his or her motherland to another country'*. Respondent 24 claims otherwise by saying that the salary was indeed a reason to come to the Brainport region, because the salary is better in the Netherlands compared to India.

Respondent 25 states something different regarding the aspect of salary compared to the other respondents. Respondent 25 says that money was at first not a reason to migrate to the Brainport region, but after the family came here, the salary in the Netherlands was indeed better compared to the salary in India: *'If we are saving something for when we go back, if we are saving and converting it, salary is also a motivation.'*

6.1.3 Career opportunities

The respondents who filled in the survey had the opportunity to answer the question about whether career opportunities played a part in the decision to migrate to the Brainport region with again the

five different answer possibilities. A diagram in figure 8 will show how the respondents answered this question.

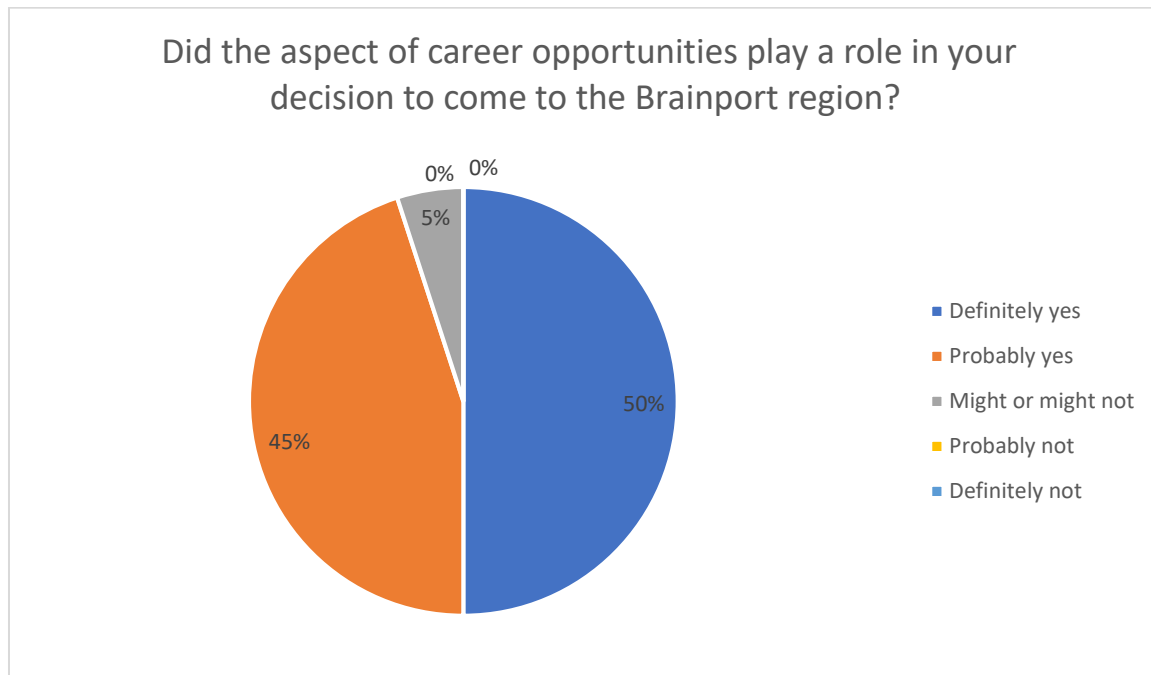


Figure 8 Career opportunities in migration decisions

Again the results on whether the aspect of career opportunities plays a role in the migration decisions of these 20 respondents are clear. 10 out of the 20 respondents claim that the career opportunities in the Brainport region were definitely a reason to migrate to the Brainport region. Only one less, 9 out of the 20 respondents, answered that career opportunities did indeed probably play a role in the decision to migrate. This means that together 19 out of the 20 respondents who filled in the survey state the importance of career opportunities in the Brainport region in the migration decisions. Only 1 respondent answered that it might or might not have played a part in the decision making to migrate to the Brainport region and again no respondent stated that it probably or definitely did not play a part in the decision making.

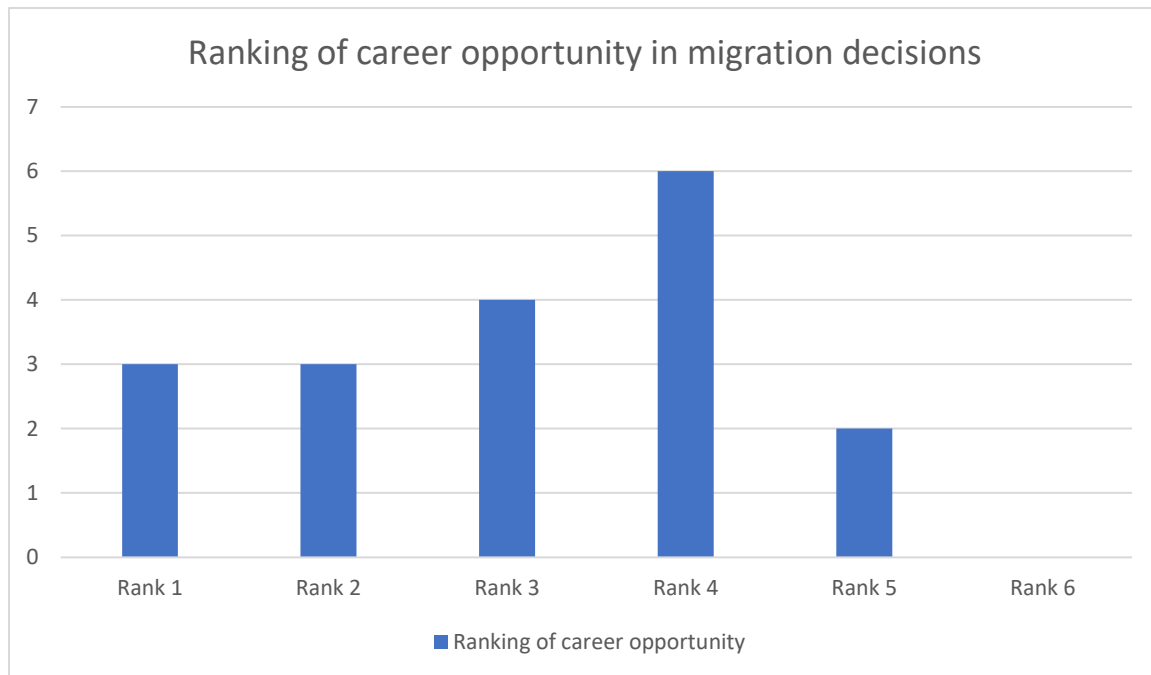


Figure 9 Ranking of career opportunity in migration decisions

Figure 9 shows that the career opportunities in the Brainport region is ranked by most people as the fourth most important, 6 respondent stated so. 4 respondents ranked career opportunities as third most important in the decision making of expats to move to the Brainport region. 3 respondents agrees on career opportunities as the most important aspect in the decision to migrate, the same amount of people ranked career opportunities as the second most important aspect. Only 2 respondents ranked career opportunities as the second least important aspect and none of the respondents ranked career opportunities as the least important aspect in the decision making to migrate to the Brainport region.

Looking at the interviews which were held, respondent 22 claims: *'It is more about his career, so if he does something, his role and all these things around his career are most important'*. Respondent 24 totally agrees with respondent 23 by saying: *'The main reason was the project, the office send him to the Netherlands together with the family. This is because it is better for promotion'*. Respondent 25 does not totally agree with the other respondents because he states: *'In India we also have a career'*, but the main difference between India and the Netherlands is the work-life balance: *'But the work-life balance we found it better here.'*

There are a lot of similarities between the results of the survey and the interviews. In the survey the career opportunities are at first framed as very important for the expats, but with the ranking, the career opportunities are framed differently by the respondents. It is not framed as the most important factor in the ranking. The results of the interviews also show that career opportunities are important in the migration decision, but the respondents disagree on whether it is the most important reason or not.

6.1.4 Quality of life

The respondents who filled in the survey had the opportunity to answer the question about whether the quality of life played a part in the decision to migrate to the Brainport region with again the five different answer possibilities. A diagram in figure 10 will show how the respondents answered this question.

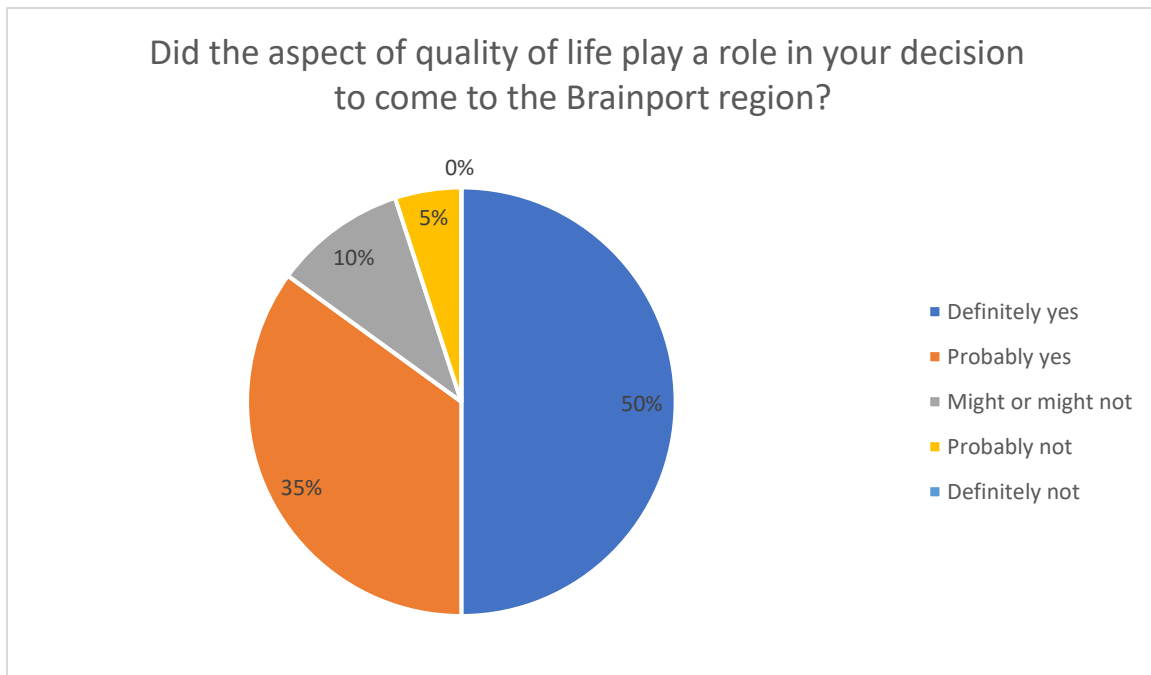


Figure 10 Quality of life in migration decisions

Looking at the results of the survey regarding the quality of life as a reason to migrate to the Brainport region then it stands out that 10 out of the 20 respondents filled in definitely yes and that 7 out of the 20 respondents filled in probably yes. 2 out of the 20 respondents filled in that it might or might not played a part in the decision making to migrate to the Brainport region. 1 out of the 20 respondents, stated that the quality of life did probably not play a part in the decision making to migrate to the Brainport region. Again none of the respondents filled in that quality of life definitely not played a part in the decision making to migrate.

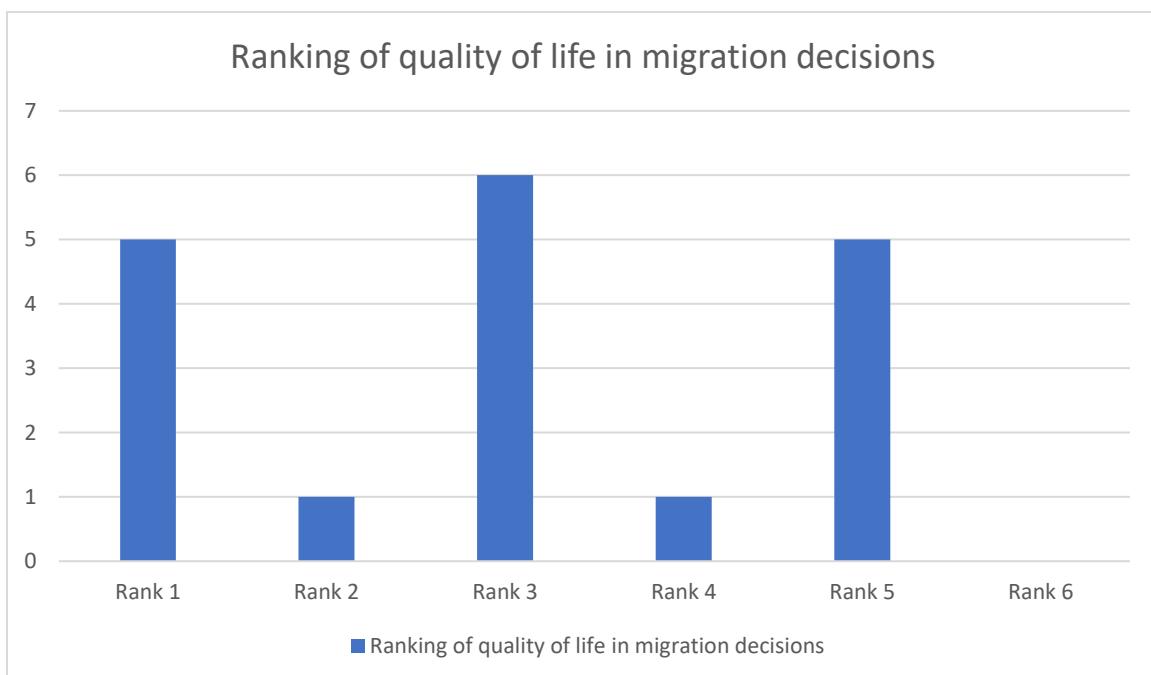


Figure 11 Ranking of quality of life in migration decisions

Figure 11 shows that most respondents, 6 in this case, ranked quality of life as third most important in the decision to migrate. 5 respondents ranked quality of life as most important and also 5 respondents ranked quality of life as second least important aspect in the decision to migrate to the Brainport region. 1 respondent ranked quality of life as second most important and the same amount of respondents ranked quality of life as third least important in the decision making to migrate. Again no respondents ranked quality of life as least important.

During the interviews it became clear that life is very different in the Netherlands compared to the most common country of origin in this research, India. Respondent 22 states: *'The quality of life, I would say, we don't find much traffic here in the Netherlands compared to India. When my husband went to his job he need to start one hour earlier, so right now here in Netherlands I don't see that kind of situation. So that is the thing I think about the quality, we have a lot of time which we can spend together now instead of spending this time in traffic, that is the main difference'*.

Respondent 21 agrees with respondent 22 that there are large differences between India and the Netherlands: *'Life is very quit and, I won't say slow, but yes, the hustle and bustle that we have in India because population is a major issue. So in a country in a land where there are more than a hundred crores (1 crore is 1 million people), you can understand how that is. You have more competition, there is much more hustle and bustle, there are too many people, there are too many friends and there are always too many families. I mean, that is in a good way, if you want to reach out to someone, there is always someone just next to you and if you are in another land. If you are talking about the characteristics of a European country compared to an Asian country or specifically to India then the cultural difference is huge. It is from standing up in the morning to going to bed at night, the whole culture is different.'*

Respondent 23 also agrees that the quality of life in the Netherlands is different from the quality of life in India: *'Here quality of living is high as compared to the Indian standard. High can you say in terms of money and in terms of other things also. The house rent in India is very low and the quality of the food, the vegetables, the type of ingredients which are used to produces these vegetables... Also the pollution, it is more in India compared to the Netherlands.'*

The results of the survey and the interviews are different regarding this matter, the quality of life is framed as more important in the interviews compared to the survey. In the survey it differs a lot between different respondents, while all respondents who did the interview, agreed that the quality of life is much better in the Netherlands compared to India.

6.1.5 Early contacts in Brainport region

The respondents who filled in the survey had the opportunity to answer the question about whether earlier contacts played a part in the decision to migrate to the Brainport region with again the five different answer possibilities.

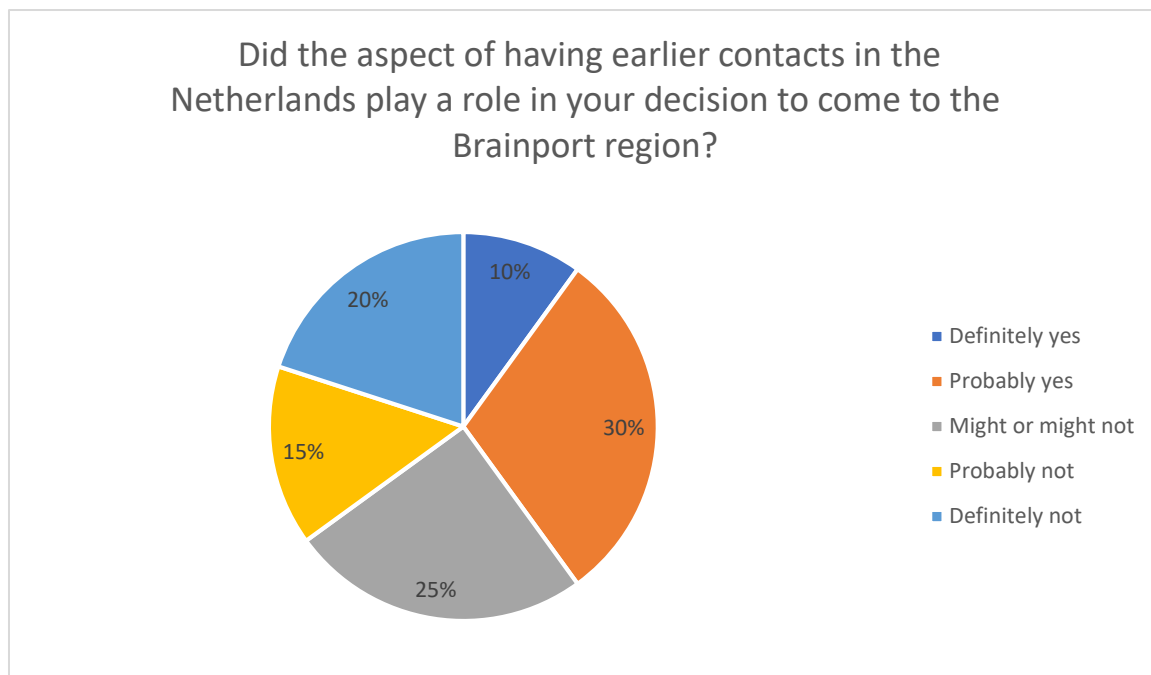


Figure 12 Early contacts in migration decisions

Figure 12 shows that the respondents answered this question more diversely than the previous questions. 6 out of the 20 respondents stated that the aspect of having earlier contacts in the Netherlands probably played a part in the decision making to migrate. 5 out of the 20 respondents, answered that the earlier contacts might or might not played a part in the decision making to migrate. 4 out of the 20 respondents stated that it definitely not played a role and 3 out of the 20 respondents claimed that is probably did not play a role in the decision making to migrate. Only one respondent stated that it definitely was a reason to migrate to the Brainport region.

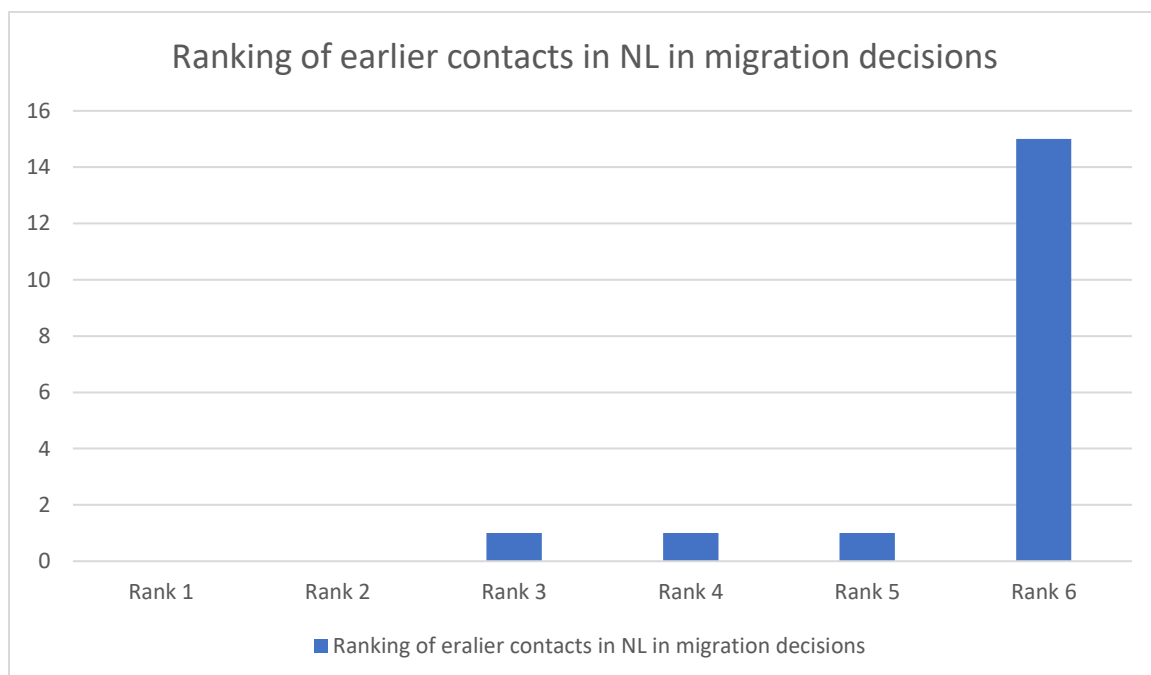


Figure 13 Ranking of earlier contacts in NL in migration decisions

Figure 13 clearly shows that having earlier contacts is ranked by most respondents as least important in the decision making to migrate to the Netherlands. 15 respondents stated earlier contacts in the Netherlands as least important aspect. Only 1 respondent ranked it as third most important, 1 respondent ranked it as third least important and also only 1 respondent ranked earlier contacts as second least important.

Respondent 21 stated during the interview regarding this matter: *'I did not have contact with anybody, I just came here together with my husband. So at first I was on my own in my place and through social networks I got to know some people here'*. The other respondents agree that they did not know anyone before migrating to the Brainport region, respondent 22 answered to the question whether she had contacts in the Netherlands before migrating: *'No it was through my husbands' company'*. Respondent 23 also agrees that he had no contact with anyone in the Netherlands before coming here: *'No, this was the first time to the Netherlands.'* Respondent 24 however does not agree with the other respondents, she answered this to the question whether she already knew people before she came here: *'Yes, yes, because my husband is the eight person who came to the Netherlands for this project. So we knew them and after coming here we made many friends from our culture'*.

Almost all respondents, whether they did the survey or interview, agreed that having earlier contacts did play a part in the migration decisions, only one respondent claimed in the interview that she had earlier contacts. The survey also shows that for only a few respondent having earlier contacts in the Brainport region played a part in the migration decisions.

6.2 International education as a motivation to migrate

This paragraph will show the results on whether the international education of RISE played a part in the migration decision towards the Brainport region.

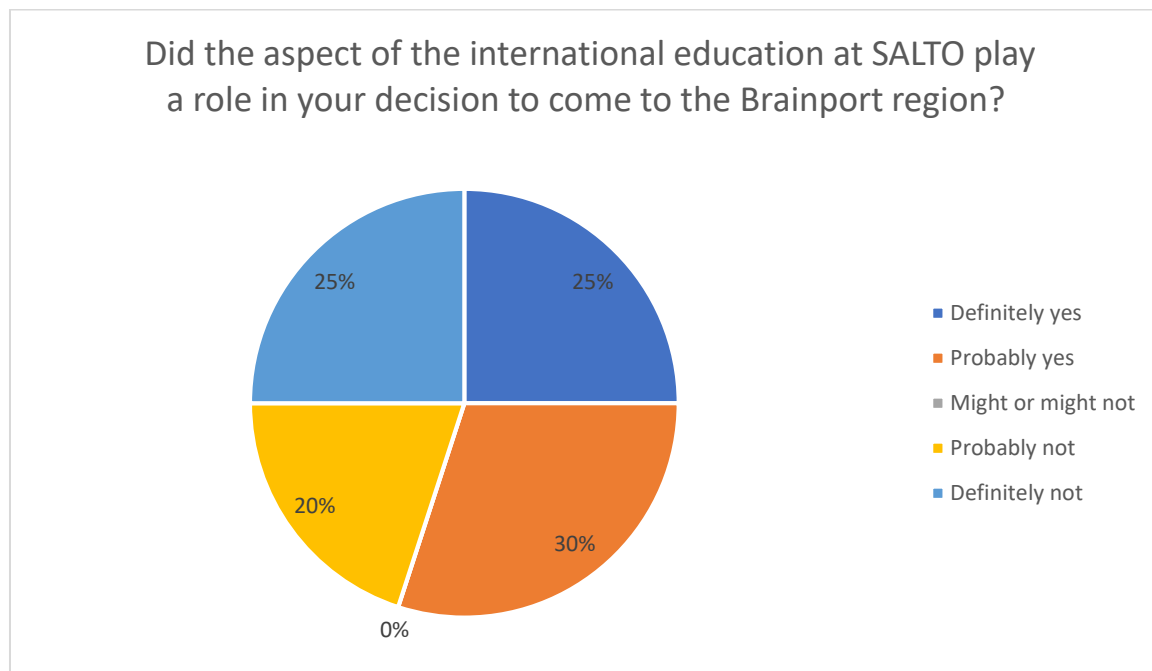


Figure 14 International education at SALTO RISE in migration decisions

Figure 14 shows that the aspect of international education at SALTO RISE is stated very differently by the respondents. 5 out of the 20 respondents stated that it was definitely important and also 5 out of the 20 respondents stated that it was probably not important in their decision to migrate to the

Brainport region. 6 out of the 20 respondents answered that SALTO RISE did probably play a part in the decision making, while only 4 out of the 20 respondents answered that SALTO RISE definitely did not play a part in the decision making. No one of the respondents stated that it might or might not played a part in their decision making to migrate to the Brainport region.

The respondents who filled in the survey were also asked to rank the different aspects which were discussed before to importance. Where rank 1 is seen as most important aspect and rank 6 is seen as least important aspect in the decision making to migrate to the Brainport region. The graph in figure 15 shows the results regarding the ranking of the international education concept of SALTO RISE in the migration decisions of the expats.

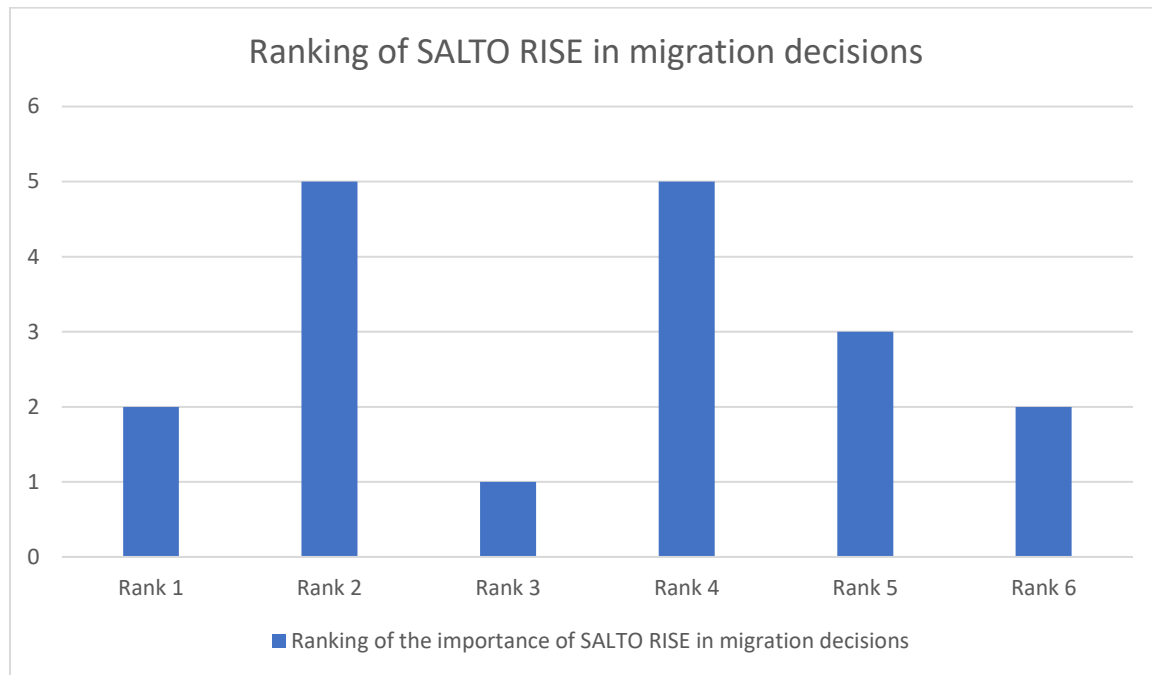


Figure 15 Ranking of SALTO RISE in migration decisions

There were 20 respondents who filled in this survey, but two respondents did not fill in this specific question, so therefor there only 18 respondents are shown in figure 9. Only 2 respondents stated that SALTO RISE was the most important reason to migrate to the Brainport region. Out of the 18 respondents, 5 ranked SALTO RISE as second most important and 1 ranked SALTO RISE as third most important. Also 5 respondents ranked SALTO RISE as fourth most important. 3 respondents ranked SALTO RISE as second least important and 2 rated SALTO RISE as least important in de decision to migrate to the Brainport region.

In the survey there was also a question about describing the reason why you migrated. Only two out of the twenty respondents named the education in the Brainport region as a reason to migrate. This question was asked before any of the other dimensions of possible migration decisions were discussed. Meaning that the first answer that most of the expats give to this question is because of the job opportunities and only a few answered with the education of SALTO RISE as a reason to migrate. But during the discussion of the different dimensions of migration decision, including SALTO RISE as one of the reasons, more respondents claim that SALTO RISE was indeed one of the reasons to migrate to the Brainport region.

The main question regarding this matter is whether the respondents knew about SALTO RISE before migrating and if so, whether it affected the migration decisions. Looking at the results of the

interviews, most respondents came to the Brainport region because of the job opportunities and after migrating, they looked for an appropriate school. This is also shown in figure 16. Job opportunities is ranked as most important reason to come to the Brainport region. Respondent 23 also claims that SALTO RISE was not the main reason why his family came to the Brainport region: *'We did not think about the schools before we came to the Netherlands'*.

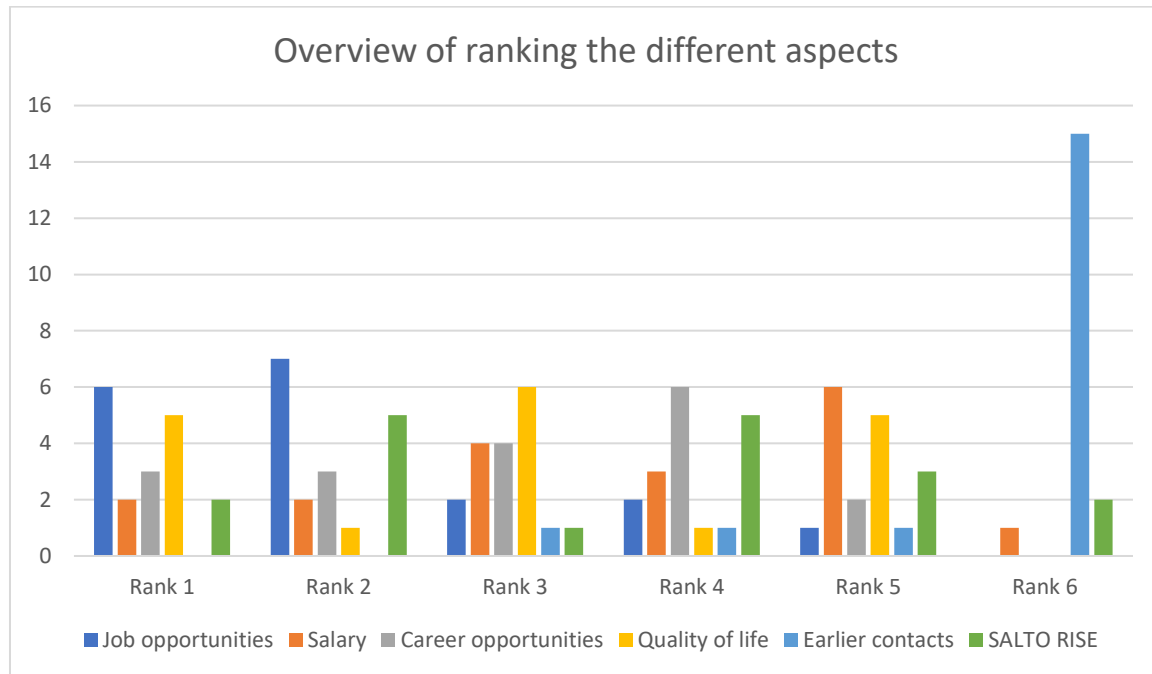


Figure 16 Overview of ranking the different aspects

Respondent 25 also claims that SALTO RISE was not a reason to migrate to the Brainport region, but he does state: *'The school now, we are confident about it, now if my husband gets an opportunity we want to stay here in Eindhoven. He can go to his job and come back later. We would not want to go to Amsterdam, we want to stay here, because of SALTO. If he works in the Netherlands, than it is possible, if it is too far, then we will move.'* So SALTO RISE is for respondent 25 and her family a reason to stay in the Brainport region, unless the family has to move to another country because of the job opportunities there.

6.3 Future plans of expats

The respondents who filled in the survey had the opportunity to state which of the aspects would be important for the future plans of the family. The respondents could fill in more than one aspect, so each aspect could get a maximum score of 20. The aspect of job opportunities had a score of 14, which is the same as the score for salary. The aspects of career opportunities and quality of life both had a score of 15. The aspect of the international education at SALTO RISE also had a score of 15 and the aspect of social life in the Netherlands, had a score of 11. The aspect of social life in the Netherlands is similar to the aspect of earlier contacts, but than in the future. These results show that all the aspects of migration decisions play a part in the future plans of the expats living in the Brainport region. There is only little variation between the different aspects of migration decisions. The exact results are shown in figure 17.

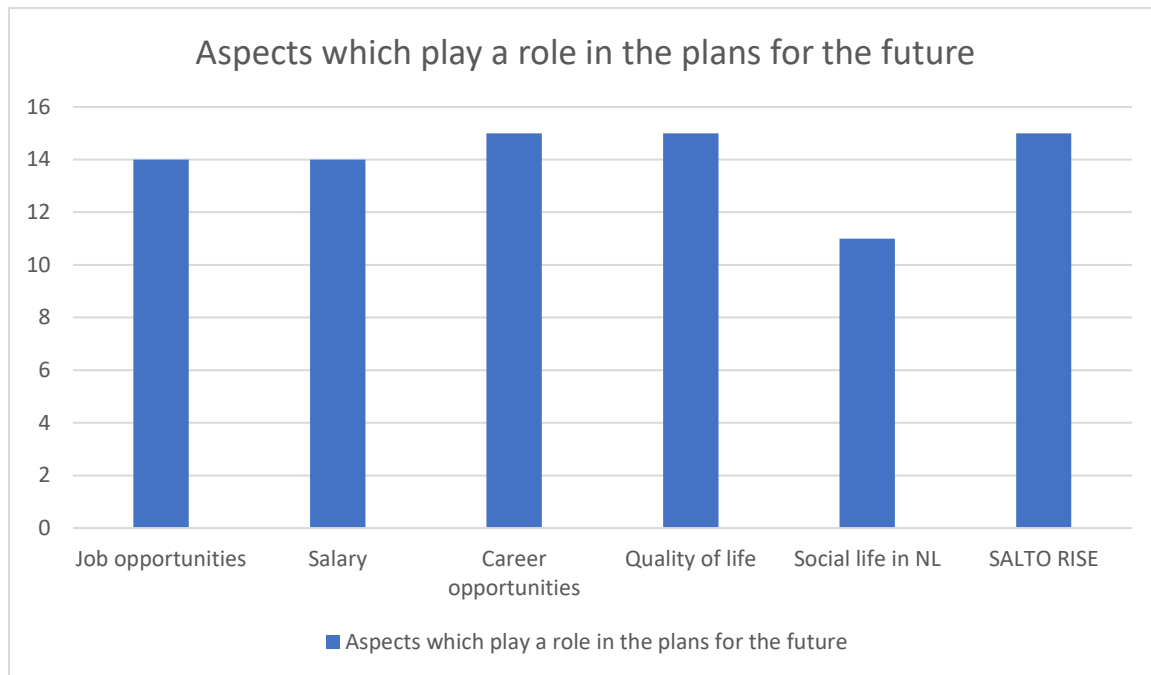


Figure 17 Aspects which play a role in the future plans

The last question of the survey was to give a reason why these specific aspects play a part in the future plans of the expats and their families. Figure 17 shows that most of the respondents stated that almost all the aspects play an important part in the decisions for the future. Respondent 6 states: *'All factors play an important role in our motivation to stay in the Netherlands'*. Respondent 8 agrees with respondent 6 and stated: *All these aspects are really important for me, We as an expat came here for our career growth. Parallely for the education of my daughter. Quality of life is excellent, so we cannot ask for more'*. Also respondent 20 agreed on this argument: *'Feel all these aspects are important for myself and my family to stay in Holland and away from my home land'*.

Respondent 2 and 7 did not found all aspects important like most of the respondents. Respondent 2 answered: *'I came from a poor background and thus I must improve financially and career-wise'*. For respondent 7 the career opportunities are also very important together with some of the other aspects: *'For us if our kid is getting good education and we have got good career opportunities along with good quality of life, then we are happy'*.

A similar question was asked to the respondents who did the interview. They were asked about their future plans and the part that SALTO RISE plays in this decision. Respondent 21 states: *'Actually there is nothing which we can control, it is something which is not in our control, we can only have the hope of having a better future. So we don't have the control about the future situation, so we can only hope that the project will be there for a long time and that we can stay here, because we feel very positive about the region. We would also love to be in and around SALTO and we would like our child to study here, but again if there is any kind of change, for example when my husband is shifted from Eindhoven to Amsterdam. Then we would still be in the Netherlands, but probably SALTO RISE would not move with us.'*

Respondent 22 answered the question 'If the situation occurs that you have to go back to India because of your husbands' career then you and your daughter will move also?' with: *'Yes we will have to move and then we have to stop school here as well of course'*. Respondent 23 has a similar story and agrees with respondent 22: *'The length of my stay is not fixed, so if DAF company says that*

for next year we are not giving you this project, then I have to go back to India. So from that point of view my job is first and then SALTO.'

Respondent 25 stated before that career opportunities are similar in India and the Netherlands, but the work-life balance is different between those countries. The researcher asked whether this was also a reason to migrate to the Netherlands, but then she answered with: *'We came here and then we understood this thing, we could compare when we came here. So that is why we want to stay here a little bit longer'*. So the work-life balance is for respondent 25 and her family a reason to stay in the Brainport region for a longer period of time.

Chapter 7: Conclusion

In this chapter there will be given a final answer to the 3 sub-questions and to the main research question. There will also be looked back at the theories and the conceptual framework which were discussed earlier. Furthermore recommendations will be given to the different actors and for further research regarding this subject. At last a critical reflection on this research will be stated as well.

7.1 Answering the sub-questions

In this paragraph the different sub-questions will be answered by looking back at the results which were gained from the interviews, the survey, the desk research and the observations. With the answers to the three sub-questions, the main research question can be answered.

7.1.1 Sub-question 1: What does the international education concept of SALTO entail?

In this paragraph the first sub-question will be answered. The first sub-question is: What does the international education concept of SALTO entail? This sub-question is answered by doing desk-research and by doing observations in class.

The international education concept of SALTO RISE is based on the edge of the city center of Eindhoven. 40 students join the SALTO RISE program and they are divided into two classrooms. 90% of the children joining SALTO RISE originally come from India. The children have an age between 4 and 6. From August 2019 a new location will be opened for all ages at primary school.

The international education concept of SALTO RISE turns out to be indeed an unique concept in the Brainport region. The dimensions of SALTO RISE which makes them different from other international schools in the Brainport region are the three focus points, focus on being Dutch, focus on being an International and the focus on home language and culture. The International Primary Curriculum and the school fee also make SALTO RISE an unique education concept which differs from other international schools in the Brainport region.

Other international schools in the Brainport region only focus on learning English, while SALTO RISE focusses on both English and Dutch. The international education concept of SALTO RISE exists for half of the time of English classes and the other half of the time the classes are taught in Dutch. Another major difference between other international schools and SALTO RISE is the school fee. The school fee at other international school are much higher and only achievable for expats with a contract which includes the school fee. The school fee at SALTO RISE is deliberately low in order to attract expats in the Brainport region with local contracts, where no school fee is included.

All these different dimensions together form an almost ideal international education concept for the expats living in the Brainport region. SALTO RISE was designed in order to fill up a gap and to provide international education for a specific group of expats. There could be said that SALTO RISE achieved this goal and the purposes of this international education concept closely matches the needs of these expats living in the Brainport region.

Furthermore it also became clear that the international education concept of SALTO RISE in practice also helps children in order to feel at home at school. This specifically helps children who originally come from India, because at SALTO RISE almost all children originally come from India, so they feel at home at school faster. The Indian children feel like outsiders at a regular Dutch school, because they are mostly the only foreigner in the class. Therefore those children are bullied more and they do not feel at home at a regular Dutch school. SALTO RISE is only for foreigners and because 90% of the children are Indian, the children no longer feel like outsiders at school. The teachers also work hard on making children and especially new children feel at home in the classes.

So, International education can be filled in by schools in very different ways. Each international education concept fits the needs of another group of people. It is important to look at the specific needs of the group which you want to attract with an international education concept. There are several aspects which make SALTO RISE unique compared to other international schools in the Brainport region. In the next paragraph there will be looked at the experiences of the expats regarding those unique aspects of SALTO RISE.

7.1.2 Sub-question 2: How do expats in the Brainport region whose children participate in the SALTO international school experience this international educational concept?

In this paragraph the second sub-question will be answered. Sub-question two is: How do expats in the Brainport region whose children participate in the SALTO international school experience this international educational concept? This sub-question is answered by looking at the results of the interviews and the survey.

Overall the expats are very positive about SALTO RISE. Especially the unique dimensions of SALTO RISE are framed very positively by the expats in the Brainport region whose children participate in SALTO RISE. Each dimension will be discussed briefly. The discussion on whether these dimensions played a part in the decision making of expats to migrate will be in paragraph 7.1.4.

The focus point, focus on being Dutch was very important for most expats, they want to integrate in the Dutch culture, so learning the Dutch language is important. This is specifically important for the expat families who do not know what the plans are for the future. It is possible that they will stay in the Netherlands for several years and most expat families find it important that their children therefore learn the Dutch language.

Another focus point, focus on being an International is also very important for most expats. They say that English is important not only in the Netherlands, but also in India. So the children can also follow English classes when they migrate back to India. It is also specifically important for expats living in the Brainport region, because the children can go to any international school all over the world, when they learned the English language. This is also specifically handy for expats who do not know what the future holds and whether the future will be in the Netherlands, India or somewhere else in the world.

The last focus point is the focus on home language and culture. This is framed as the least important focus point of the three focus points. This focus point is also not implemented in the curriculum yet. The results show differences, some find it very important to learn about the home language and culture, while others say that they will learn about it at home. The effort of SALTO RISE to implement Indian culture in school is received positively, especially the celebration of a holy festival was a big success.

The school fee is also an unique dimension of SALTO RISE and it is experienced very positively by the expats. For most expats it is impossible to pay the school fee of other international schools in the Brainport region. This way the families can save some money or spend the money on other important things, for example the rent.

The International Primary Curriculum is also framed positively by the expats, they like that the children learn while playing and having fun. This is different compared to India, because there they learn mostly out of books. Furthermore the curriculum is based on themes and the expats are very positive about this specific way of teaching.

So all the dimensions of SALTO RISE are experienced in a positive way by the expats living in the Brainport region and whose children join SALTO RISE. Some find one specific dimension more, but overall everyone is positive. In the next paragraph the different migration decision factors are discussed regarding whether they played a part in the decision making for expats in the Brainport region.

7.1.3 Sub-question 3: What are the migration decisions of expats and their families in the Brainport region and which influential factors shape these?

In this paragraph the third sub-question will be answered. The third sub-question is: What are the migration decisions of expats and their families in the Brainport region and which influential factors shape these? This sub-question is answered by looking at the results of the interviews and the survey. There will also be looked at the theories which are discussed in chapter 2.

A lot of research has already been done on migration decision factors, the most common migration decision factors are: job opportunities, salary, career opportunities, quality of life and having earlier contacts. Each of these factors will be discussed briefly, the factor education is the most interesting factor in this case and will therefore be discussed in paragraph 7.1.4.

The aspect of job opportunity is the most called reason why expats migrate to the Brainport region. They are offered a job in the Brainport region or they try to find a job there. This is the main reason why people migrate towards the Brainport region. In the theories discussed in chapter 2, the job opportunities are also framed as a very important factor in the decision to migrate. The results of this research match with the theories on job opportunities as an important migration decision factor.

The next aspect is salary, this aspect is also framed as important in the decision making to migrate, it is however not as important as job opportunities. Expats find it nice that salary is better here in the Brainport region compared with for example India, but it is not the main reason why they migrated towards another region. The theories describe salary as a very important motivation to migrate. In this case, it is however not framed as very important, but rather as an interesting side effect. This does not match the theories entirely, but it is not enough to question the theories, because salary is in this case still framed as important.

The career opportunities are in this case framed as a very important reason why they migrate to the Brainport region. The career opportunities are for most expats better in the Netherlands compared to for example India. This matches the theories on career opportunities as a very important factor in the decision making to migrate.

The next aspect is the quality of life, this aspect in migration decisions is framed in this case as important, but it is not a reason why they migrated towards the Brainport region in the first place. It is again an interesting side effect for the expats, because the quality of life in the Netherlands is better compared to the quality of life in for example India. In the theories, the aspect of quality of life is mostly described as a reason to migrate to another region or country. This does not match with the results of this case, where the quality of life is a side effect instead of the reason to migrate.

The aspect of early contacts is framed in this case as least important factor in the migration decision. This is the case, because almost nobody of the respondents had earlier contacts in the Netherlands before migrating. This explains why the aspect of having early contacts is not framed as a reason to come to the Brainport region. Only one respondent clearly stated that it was indeed a reason to migrate. The theories also state that having earlier contacts can be a reason to migrate, but it is for most people not the main reason, so the results of this case match the theories.

7.1.4 Main research question: How does the SALTO international school concept shape the migration experiences and decisions of expats in the Brainport region?

In this paragraph the main research question will be answered. The main research question is: How does the SALTO international school concept shape the migration experiences and decisions of expats in the Brainport region? The main research question will be answered by looking back at the answers of the three sub-questions. While also looking back at the theories and conceptual framework which is discussed in chapter 2. The respondents gave their opinion about the different dimensions of SALTO RISE and the different migration decision factors are discussed with the respondents as well. Now a discussion will be stated about which dimensions or factors play a part in the decision making of expats to migrate.

First of all the factor education will be discussed. In the theories, the factor education is also described as a reason why migrants move to another region. Children can have better opportunities regarding education elsewhere and that can be a reason to move to another region or country. In this case expats thought about education for their children after migrating to the Brainport region. Looking at the results, it could therefore be stated that most respondents did not know about SALTO RISE before migrating to the Brainport region. International education is indeed important for the expats, but most expats think about education after migrating. They do not come to the Brainport region because of the international education of SALTO RISE.

So the international education concept did not affect the migration decisions for these migrants. International education is important for the expats, but it does not directly help to attract new expats to the Brainport region. The unique dimensions of SALTO RISE therefore turn out not to be a reason why expats come to the Brainport region. These dimensions do not attract new expats, because most expats will look into education after migrating. It is however still very important for the expats to have good international education and it is experienced in a very positive way compared to other international schools in the Brainport region.

It should however not be forgotten that expats come to a new region with their spouse and family. This was obviously also the case with the respondents which have been questioned. The New Economics of Labour migration describes that the decision to migrate is not only made by one person, but by an entire household. This is also the case for expats in the Brainport region. The case in the Brainport region matches the New Economics of Labour migration theory. That is also the reason why SALTO RISE can open a new location for all ages in primary school and why the Brainport region wants more international schools. Expats come to the Brainport region with their spouse and family and therefore it is very important to facilitate the facilities which they need, for example international schools.

The main reason why migrants come to the Brainport region is because of the job opportunities. They get a job offer from India to work in the Brainport region or they are looking for a job in the Brainport region, because of the many opportunities in the technical sector. Also the career opportunities in the Brainport region attract many expats to the region. It is often a combination of different factors which makes a family decide to move to another region or country. This matches the theories on migration decision factors.

Now we can say that an international education concept does not always affect the attractiveness of a region for expats. However another aspect which is important to take into account, is whether an international education concept affects the future plans of the expats who are living in the region. There are some factors which could retain aspects in the Brainport region. The first factor is career opportunities, when expats know that there are many career opportunities in a region, they tend to

stay longer in a certain region. Especially when the career opportunities for the future are also looking bright for expats. Another factor which could help to retain expats in a region is quality of life. There are major differences in quality of life between the Netherlands and other, less prosperous, countries. The differences in work-life balance could for example be a reason why an expat tries to stay in the region instead of going back to the country of origin.

The dimension of an international education concept can also help to retain expats in the region. In the case of SALTO RISE, several respondents stated that they would really like to stay at SALTO RISE and therefore also in the Brainport region. The problem however is that if the expats need to transfer to another country or back to their country of origin, because of their job, than it is impossible for the expats to stay with SALTO RISE. If expats can stay around the region of Eindhoven, then they will definitely stay with SALTO RISE as well. But if they have to move, than they have no other option than to also stop with SALTO RISE. It therefore depends on the job opportunities whether an international school concept can retain expats in the region.

Furthermore it might be likely that in the future the contacts between Indian people who migrated to the Netherlands and Indian people who still stay in India will help to attract new expats to the Brainport region. Many respondents claimed that they would recommend SALTO RISE to other Indian families. This means that if families in India know about the quality of life, the job opportunities and the international education in the Brainport region, it might be likely that it helps to attract more possible expats. The positive experiences on SALTO RISE combined with the contacts between India and the Netherlands can possibly help to attract more expats to the Brainport region in the future.

The last factor which could retain expats into the Brainport region is job opportunities, if an expat knows that he can keep his job in the region, then he will tend to stay in that region. It can however also be that the job opportunities are the reason why expats move away from a region. Expats come to the Brainport region with a local contract for mostly one year. They do not know whether they can stay after that period of time or not, the future is very uncertain for them. In the survey the respondents stated that every factor was important in their decisions for the future, but it soon became clear that if the expats need to leave their job, than most expats will automatically leave the region as well.

7.2 Recommendations

This paragraph will include recommendation for each actor which is involved with this research in order to recommend what the next steps are after the new information of this research.

Furthermore recommendations will be done for SALTO RISE in order to improve their concept.

The findings of this research are important for several actors. At first, the findings of this research are important for the Brainport region. The Brainport region will be interested in whether international school concepts are relevant in attracting and retaining expats and their families. This is indeed very important and it should not be forgotten that many expats nowadays come with their spouse and family. It is important for the Brainport region to create favourable conditions for both the expats, the spouses and their families. Suitable education is therefore shown as an important aspect of migration decisions and it can be seen as a favourable condition to attract and retain expat families.

The findings of this research are also very important for SALTO RISE, because it gains information on how SALTO RISE is experienced by the expat families. Furthermore SALTO RISE learns about the effect of their international education concept on the migration decision factors of expats in the Brainport region.

Several points of improvement for SALTO RISE came forward during the data collection. The main point of improvement which came forward in this research is the access of the school and specifically for the new building starting from August 2019. Parents want better transportation between the central station of Eindhoven and the school. Furthermore the accessibility of the new building is questioned by some parents, because it is further away from the city centre. Extra information on these matters are requested by parents, I would recommend SALTO RISE to give the parents more information on the accessibility of both the current location and the new location.

Another point of improvement which came forward is communication between the parents and the staff members of SALTO RISE, communication should be more frequent and parents should be included more in the future plans of SALTO RISE. Another parent stated that SALTO RISE could improve more individual guidance for the children. I would recommend SALTO RISE to take these points of improvement into account.

7.3 Critical reflection

This paragraph will discuss how the development of this research have been over the last 6 months and a critical reflection will be discussed on how things went during the execution of this research. The researcher experienced some methodological challenges during execution of this research.

During the data collection the possible respondents did not react positively on the invitation to do an interview with the researcher. Many attempts have been done on trying to let the parents do the interview. Together with staff members of SALTO RISE a lot of e-mails have been send, subscription lists were hanged at the classrooms and teachers asked the parents to co-operate face to face and via the application Class board. Despite all this effort parents refused to co-operate with the interview. Since time became short, a new plan had to be implemented in order to reduce the non-response. The interview guide was transformed into an online survey and again many e-mails were send by the researcher and by different staff members of SALTO RISE in order to ask the parents to fill in the online survey.

Finally the patience had been rewarded and 20 parents completed the online survey. This was not the most ideal situation for this research, but during time pressure, there was no other way to collect data. Also still not all parents wanted to cooperate with the research. So there is still non-response, this is however almost always the case for a research. The non-response could however not be solved in the time period of this research and some parents absolutely did not want to cooperate, so the non-response could not have been prevented. Furthermore looking at the survey afterwards, the survey could have been improved by focussing more on the unique dimensions of SALTO RISE as well, instead of only focussing on the aspects which affect the motivation to migrate.

This research could have been more reliable and valid if all respondents were interviewed. During interviews there is the opportunity to ask why this is the case or to ask further on an answer the respondent gives. This was unfortunately not possible with all the respondents during this research. Fortunately five respondents did want to do the interview and more questions and a more in-depth conversation about the subject was possible.

Furthermore the country of origin of the respondents were biased, because almost all respondents originally come from India. Unfortunately this could not be changed for this research, because almost all the children who participate in SALTO RISE are originally from India. So this bias could not have been prevented for this research. Another shortcoming of this research is that expat families who do not go to SALTO RISE are not included in this research. This means that it is likely that there is an overstatement of the relevance of SALTO RISE for migration decisions. It would have been better if

expat families from other schools in the Brainport region were included in the research as well. This was however not possible, because it would make this research much more complex and it would be impossible to do the research in this time frame.

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Appendix A – Interview guide

Interviewguide SALTO

Thank you very much for having this interview with me. I will shortly introduce myself and the topic before we start with the interview. My name is Rowie van den Aker, I am a master's student in Human Geography at Radboud University in Nijmegen and I am carrying out this research for my master's thesis. This interview is going to be about the international education concept of SALTO, for which your child is enrolled. I will ask questions about your motivation to migrate towards the Brainport region and your experiences of the international education at SALTO.

If you feel uncomfortable with any of the questions, please let me know. Before we start with the interview, do you mind if I record this conversation, it will only be used for the purposes of this research. Can you also please give your consent that you are willing to participate in this research.

Introduction

1. Can you introduce yourself and your family?
 - A. Name
 - B. Country of origin
 - C. Names of the children
 - D. Age of the children
 - E. Durance of stay in the Netherlands

Motivation (general)

2. Can you describe your motivation to migrate towards the Brainport region?
 - A. Job opportunities
 - B. Salary
 - C. Career opportunities
 - D. Quality of life
 - E. Early contacts in Brainport region

Motivation (education)

3. What has been the role of the ability to find good education for your child/children in the Brainport region in your choice to migrate?
 - A. Attractiveness of SALTO
 - B. Other international schools
4. Could you rank the different aspects which we discussed in regard to your motivation to migrate to the degree of importance?

Experiences

5. What do you know about the international education concept of SALTO?
 - A. Focus on being Dutch
 - B. Focus on being an international
 - C. Focus on home language and culture
 - D. Importance of focus points
6. How do you feel about the international education concept of SALTO?
 - A. Teachers
 - B. Positive points
 - C. Points of improvement

7. Would you recommend the international education at SALTO to other possible expat families you know?
 - A. Why?

Future

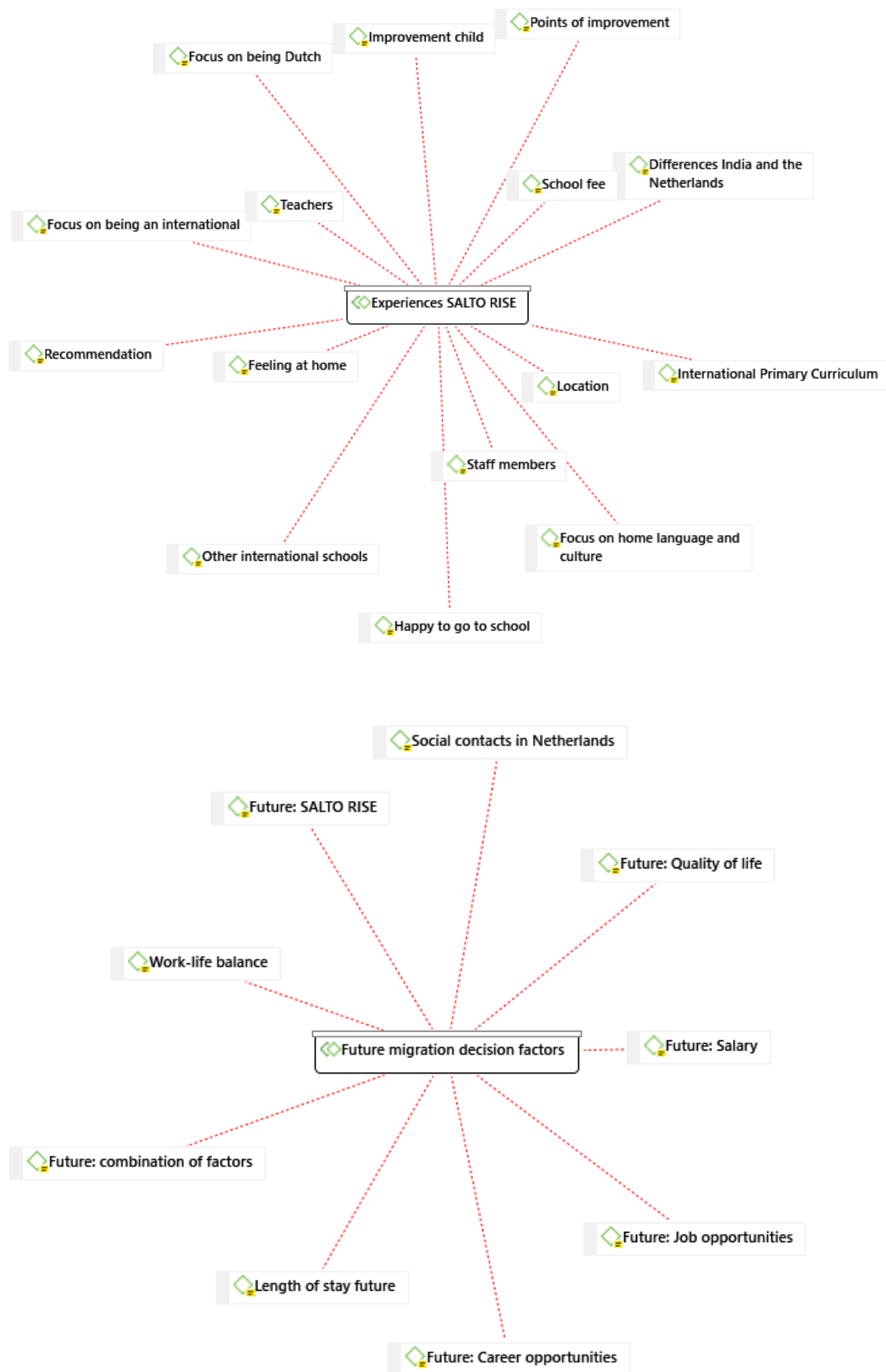
8. When you think of your future, what are your plans?
 - A. Stay or move on?
9. Which aspects play a role in these plans?
 - A. Job opportunities
 - B. Salary
 - C. Career opportunities
 - D. Quality of life
 - E. Social life
 - F. SALTO

Appendix B – Survey

1. Can you please introduce yourself and your family?
2. Please describe your motivation to migrate towards the Brainport Region
3. Did the aspect of job opportunities play a role in your decision to come to the Brainport region?
 - a. Definitely yes
 - b. Probably yes
 - c. Might or might not
 - d. Probably not
 - e. Definitely not
4. Did the aspect of salary play a role in your decision to come to the Brainport region?
 - a. Definitely yes
 - b. Probably yes
 - c. Might or might not
 - d. Probably not
 - e. Definitely not
5. Did the aspect of career opportunities play a role in your decision to come to the Brainport region?
 - a. Definitely yes
 - b. Probably yes
 - c. Might or might not
 - d. Probably not
 - e. Definitely not
6. Did the aspect of quality of life play a role in your decision to come to the Brainport region?
 - a. Definitely yes
 - b. Probably yes
 - c. Might or might not
 - d. Probably not
 - e. Definitely not
7. Did the aspect of having earlier contacts in the Netherlands play a role in your decision to come to the Brainport region?
 - a. Definitely yes
 - b. Probably yes
 - c. Might or might not
 - d. Probably not
 - e. Definitely not
8. Did the aspect of the international education at SALTO play a role in your decision to come to the Brainport region?
 - a. Definitely yes
 - b. Probably yes
 - c. Might or might not
 - d. Probably not
 - e. Definitely not
9. What made SALTO RISE so attractive for your family?
10. Please rank the following aspects to the degree of importance. 1 is most important, 6 is least important.
 - a. Job opportunities
 - b. Salary

- c. Career opportunities
 - d. Quality of life
 - e. Early contacts in Netherlands
 - f. Education of SALTO RISE
11. What is your opinion on the three focuspoints of SALTO RISE?
 - Focus on being Dutch
 - Focus on being an international
 - Focus on home language and culture
 12. What is your opinion about the teachers of SALTO RISE?
 13. What are your main positive points on SALTO RISE?
 14. What are points of improvement for SALTO RISE?
 15. Would you recommend SALTO RISE to other expat families?
 - a. Definitely yes
 - b. Probably yes
 - c. Might or might not
 - d. Probably not
 - e. Definitely not
 16. What are your plans for the future? Will you stay in the Netherlands or move back to your country of origin or move to another country?
 17. Which aspects will play a role in the plans for the future? (You may choose more than one answer)
 - a. Job opportunities
 - b. Salary
 - c. Career opportunities
 - d. Quality of life
 - e. Social life in Netherlands
 - f. SALTO RISE
 18. Why do these aspects play a role in your future?

Appendix C – Code Networks





Appendix D – Code Book

	Code	Comment	Grounded	Code Groups
○	Adventure	Reason to migrate which is not really described in the theories on migration decision factors	1	Migration decision factors
○	Age of child	The age of the child who is enrolled in the SALTO RISE programme	12	Introduction Respondents Introduction Interview
○	Brazil	Country of origin is Brazil	1	Introduction Respondents
○	Career opportunities	Career opportunities is one of the dimensions out of the literature as a migration decision factor	19	Migration decision factors
○	Combination of factors	The migration decision is made because of a combination of different factors	4	Migration decision factors
○	Consent	Consent that the respondent is willingly doing the interview	5	Introduction Interview
○	Differences India and the Netherlands	A difference between India and the Netherlands is mentioned	10	Migration decision factors Experiences SALTO RISE
○	Early contacts	Early contacts is one of the dimensions out of the literature as a migration decision factor	5	Migration decision factors
○	Education	Education is one of the dimensions out of the literature as a migration decision factor	9	Migration decision factors
○	Feeling at home	The children feel at home at SALTO RISE	2	Experiences SALTO RISE
○	Focus on being an international	One of the three focuspoints of SALTO RISE, meaning that they focus on learning the Dutch language and culture in order to integrate better	53	Experiences SALTO RISE
○	Focus on being Dutch	One of the three focuspoints of SALTO RISE, meaning that they focus on learning the English language	56	Experiences SALTO RISE
○	Focus on home language and culture	One of the three focuspoints of SALTO RISE, meaning that they focus on learning the home language and culture	22	Experiences SALTO RISE

○	Future: Career opportunities	The future plans on whether to stay or leave the region strongly depends on the Career opportunities of the expat	14	Future migration decision factors
○	Future: combination of factors	The future plans are based on a combination of the different migration decision factors	16	Future migration decision factors
○	Future: Job opportunities	The future plans on whether to stay or leave the region strongly depends on the job opportunities of the expat	21	Future migration decision factors
○	Future: Quality of life	The future plans on whether to stay or leave the region is discussed with a focus on quality of life	6	Future migration decision factors
○	Future: Salary	The future plans on whether to stay or leave the region is discussed with a focus on salary	2	Future migration decision factors
○	Future: SALTO RISE	The future plans on whether to stay or leave the region is discussed with a focus on SALTO RISE	12	Future migration decision factors
○	Happy to go to school	The children are happy to go to school and they like to go to school very much	11	Experiences SALTO RISE
○	Improvement child	Parents notice the improvements which their children maken while following the programme of SALTO RISE	8	Experiences SALTO RISE
○	India	Country of origin of respondent	11	Introduction Respondents Introduction Interview
○	Initial reason to migrate	This is the first answer on the reason why the respondents migrated, before any of the dimensions are discussed or mentioned.	21	Migration decision factors
○	International Primary Curriculum	Experiences of respondents regarding the International Primary Curriculum (IPC) which is used at SALTO RISE	17	Experiences SALTO RISE
○	Introduction	Introduction to the interview, explaining about myself as the researcher and the purposes of this research.	7	Introduction Interview
○	Job opportunities	Job opportunities is one of the dimensions out of the literature as a migration decision factor	25	Migration decision factors
○	Length of stay future	How long the respondent thinks that they will stay in the Netherlands	10	Future migration decision factors
○	Length of stay in Netherlands	The amount of time the respondent stayed in the Netherlands	6	Introduction Respondents Introduction Interview

○	Location	The location of SALTO RISE compared to other international schools in the Brainport region is experienced very positively	4	Experiences SALTO RISE
○	Other international schools	Opinions about other international schools in the Brainport region	10	Experiences SALTO RISE
○	Points of improvement	Points of improvement from the respondents for SALTO RISE	20	Experiences SALTO RISE
○	Quality of life	Quality of life is one of the dimensions out of the literature as a migration decision factor	9	Migration decision factors
○	Recommendation	Opinion on whether the respondent would recommend SALTO RISE to other expat families	6	Experiences SALTO RISE
○	Salary	Salary is one of the dimensions out of the literature as a migration decision factor	9	Migration decision factors
○	School fee	The school fee is one of the unique dimensions of SALTO RISE, it is very low compared to other international schools in the Brainport region	7	Experiences SALTO RISE
○	Social contacts in Netherlands	Social contacts which the respondents gained from living in the Brainport region	3	Migration decision factors Future migration decision factors
○	Staff members	Opinions about the staff members of SALTO RISE	4	Experiences SALTO RISE
○	Teachers	Opinions on the teachers of SALTO RISE	32	Experiences SALTO RISE
○	Work-life balance	The work-life balance is different in the Netherlands compared to India	3	Migration decision factors Future migration decision factors

Appendix E – Conceptual Framework

