



# Children of immigrants' integration within education system

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Contribution of Frank Kalter and Joerg Dollmann is  
gratefully acknowledged

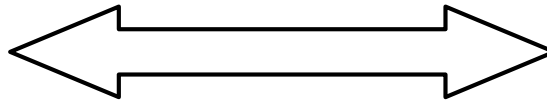
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# Ethnic educational inequalities

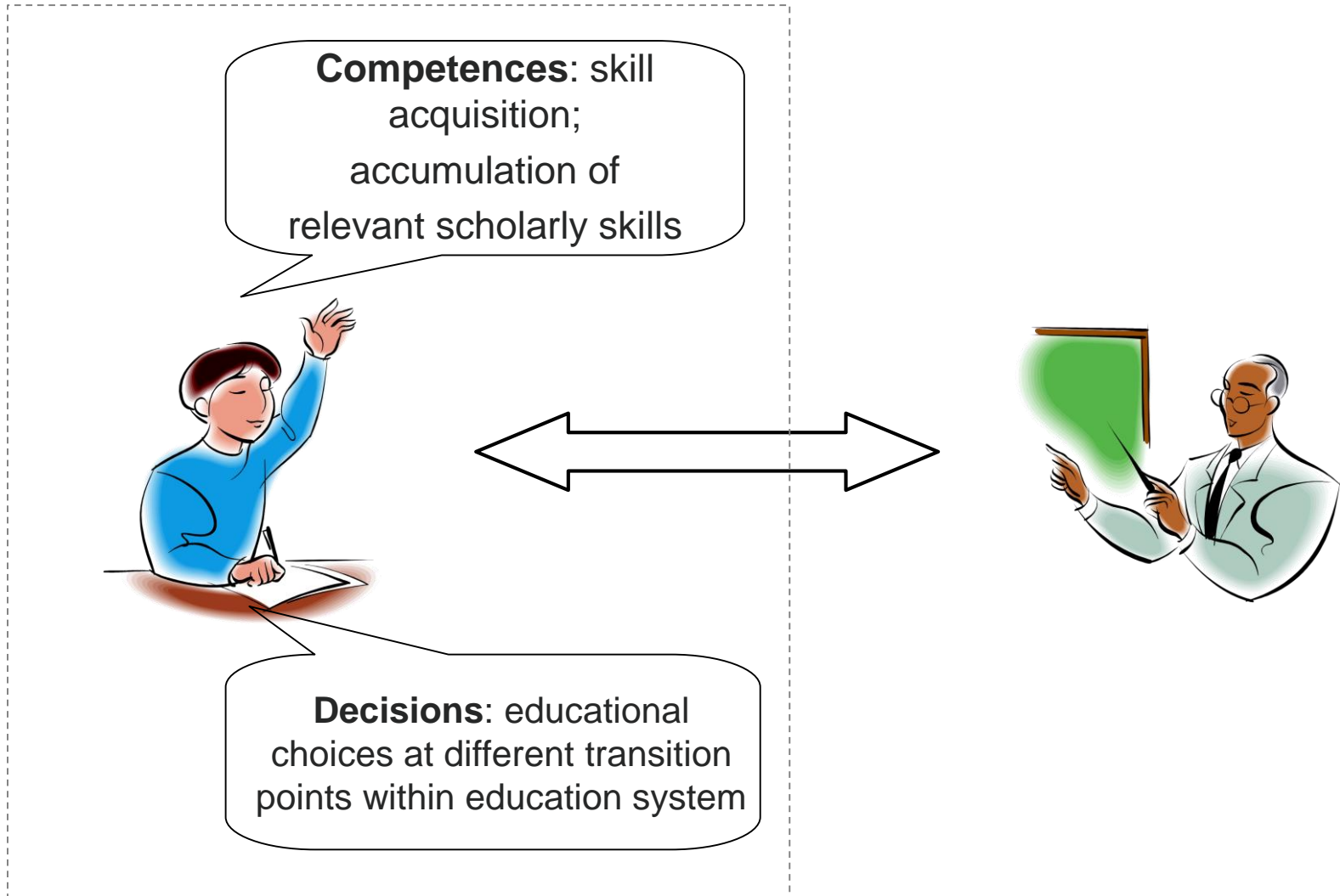
- Might be found at various stages of educational career: preschool, primary school, low-secondary and upper-secondary level, post-secondary education
- Might manifest themselves in various educational outcomes: academic performance, educational decision-making, levels and types of educational attainment (e.g., general vs. vocational)
- Might originate at each side of the educational process: students (and their families) vs. teachers

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# A two-sided process of educational attainment



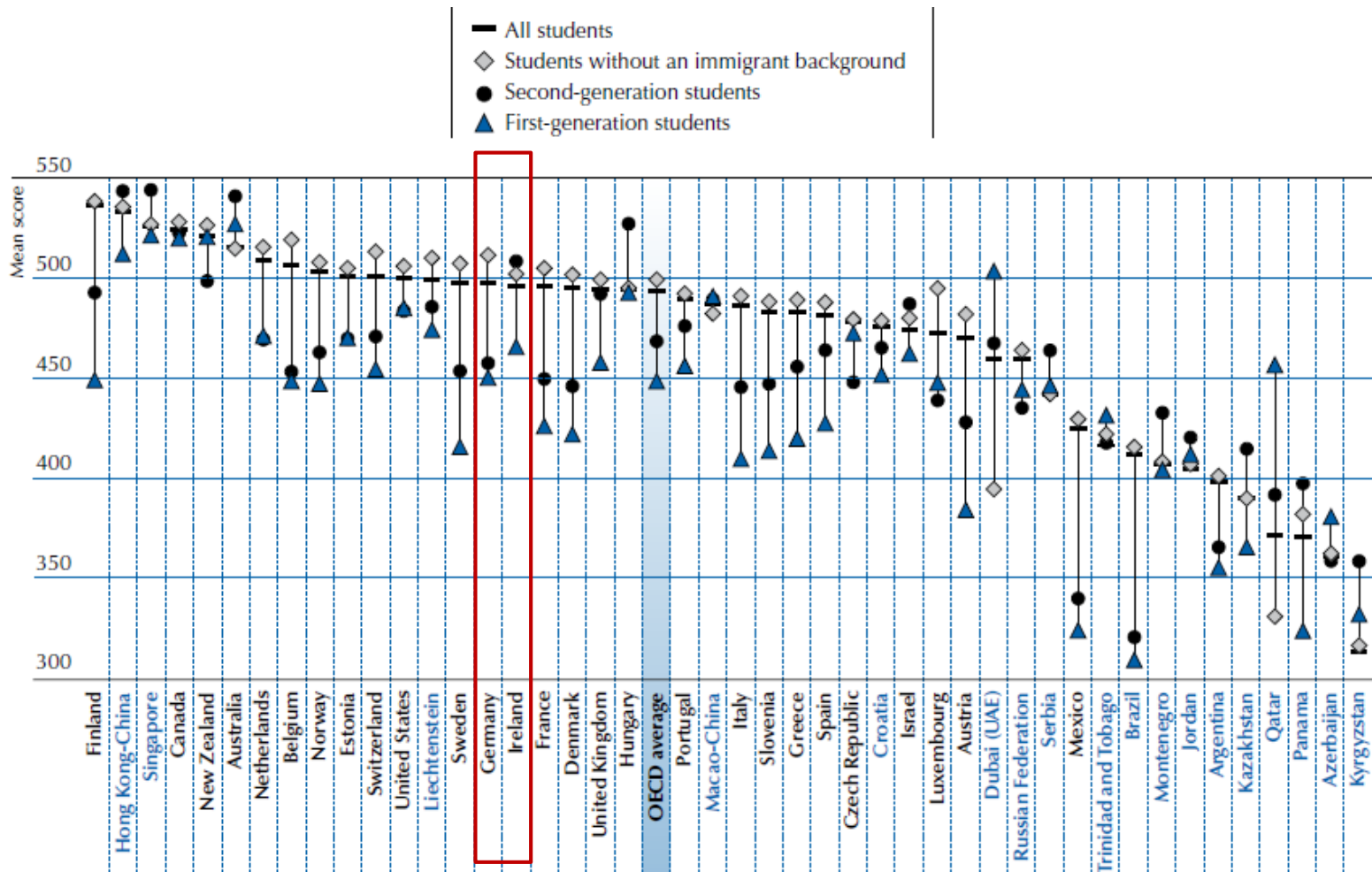
# A two-sided process of educational attainment






# *Student competences*

# Competences: Reading performance by immigrant status (PISA 2009 results)

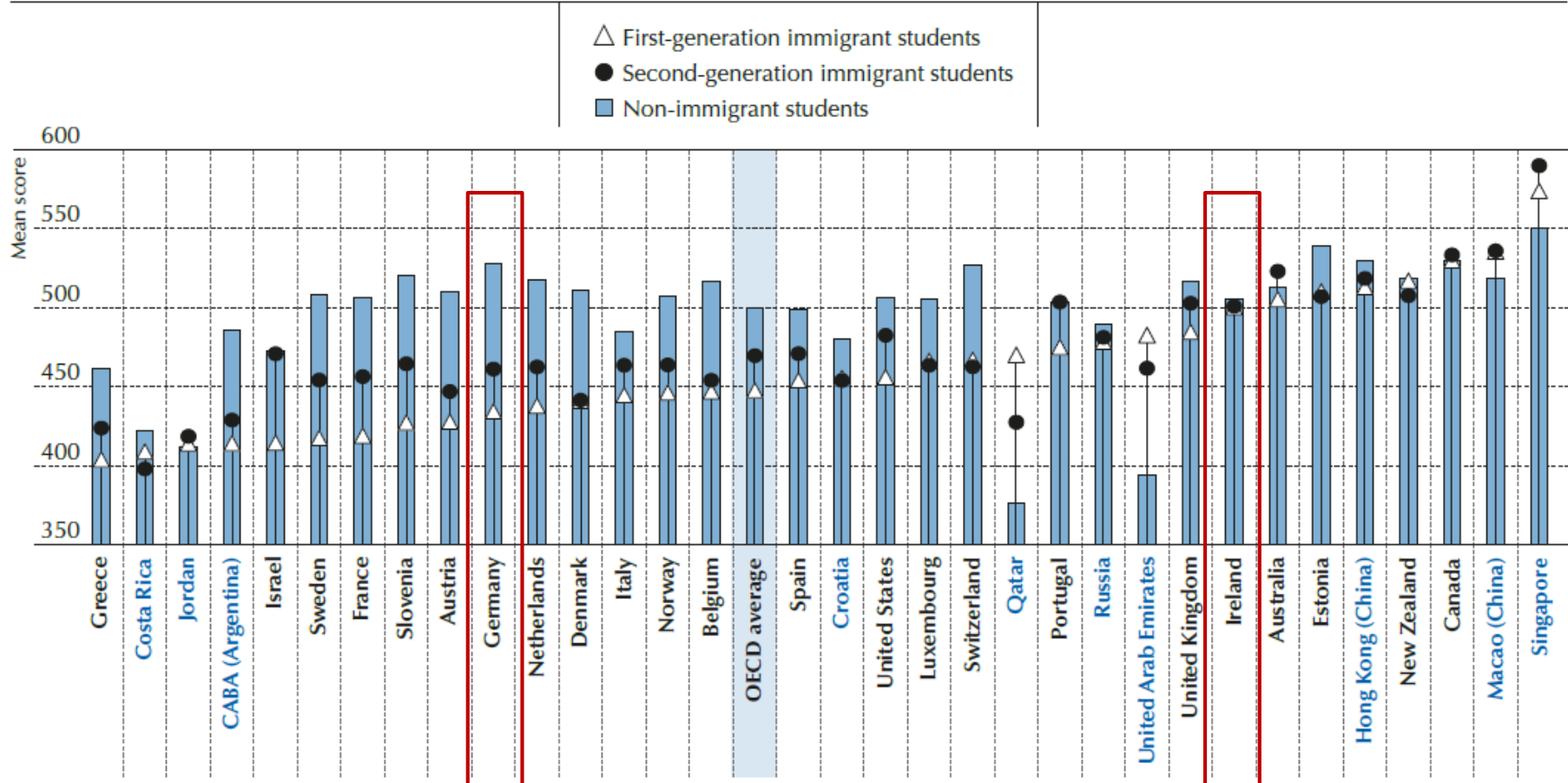


Countries are ranked in descending order of the mean score of all students.

Source: OECD, PISA 2009 Database, Table II.4.1.

StatLink  <http://dx.doi.org/10.1787/888932343608>

# Competences: Student performance in science by immigrant status (PISA 2015 results)



**Note:** Only countries where the percentage of immigrant students is higher than 6.25% are shown.  
*Countries and economies are ranked in ascending order of the mean science score of first-generation immigrant students.*  
 Source: OECD, PISA 2015 Databases, Table .7.4a

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# Explanations for performance gaps between immigrants and majority children/youth

## ■ Family resources:

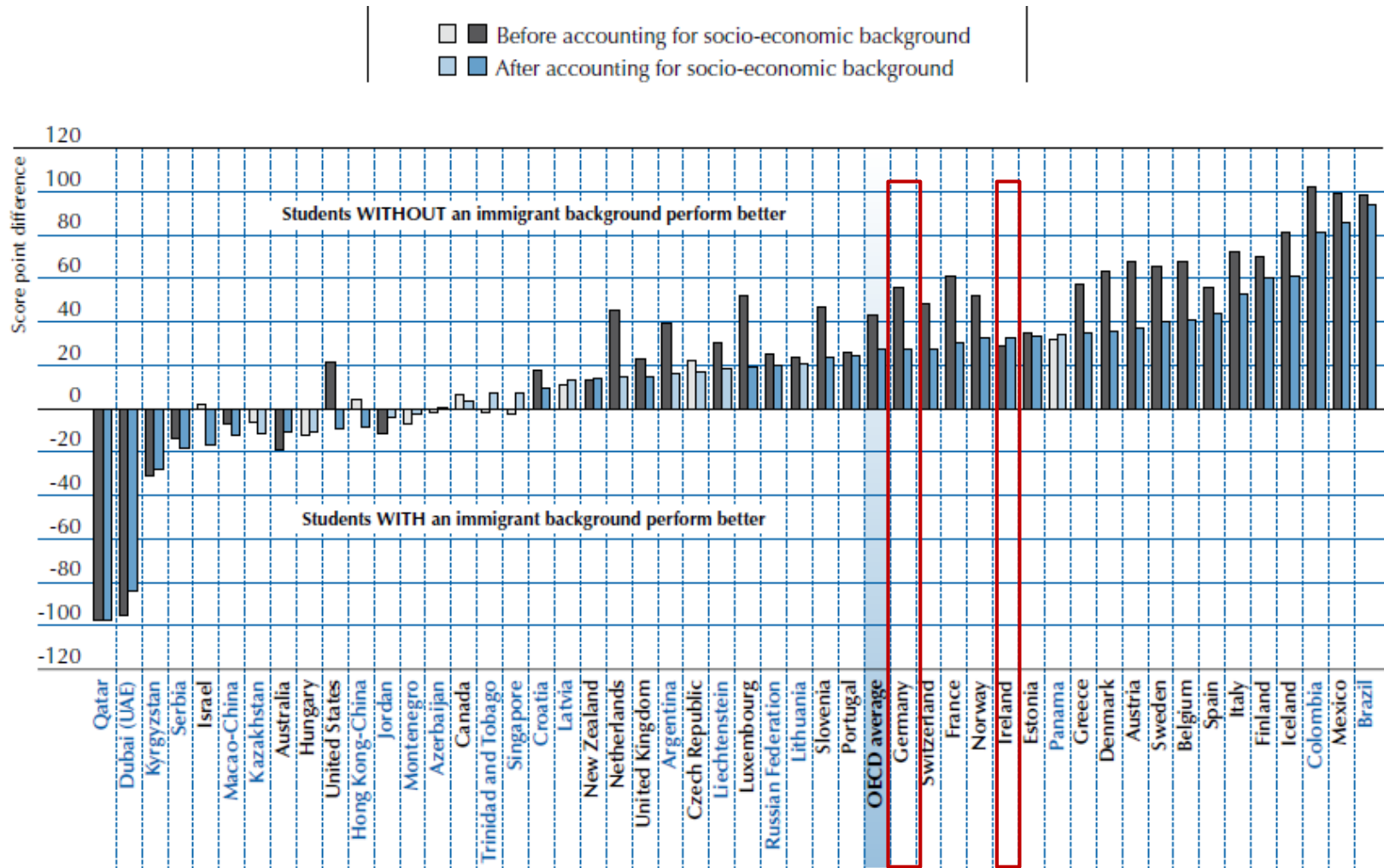
- Economic resources (tutoring, availability of learning equipment)
- Social resources (social support, learning supervision, family interactions, role models)
- Cultural resources (cognitive stimulating environment, **language proficiency**, communication, reading habits, cultural practices)

## ■ Contextual factors:

- Neighbourhoods (**ethnic** and socio-economic segregation)
- Schools (**ethnic** school concentration, school quality)



# Reading performance by immigrant status: accounting for socio-economic status



Note: Score point differences that are statistically significant are shown in a darker tone.

Countries are ranked in descending order of score point differences after accounting for the economic, social and cultural status of students.

Source: OECD, PISA 2009 Database, Table II.4.1.



*Student and family decisions*



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# Educational decisions: Explanations for differences between immigrant and majority children/youth (at comparable levels of academic performance)

## ■ General mechanisms:

- Family resources: cultural, economic and social

- Contextual factors: socio-economic and ethnic segregation

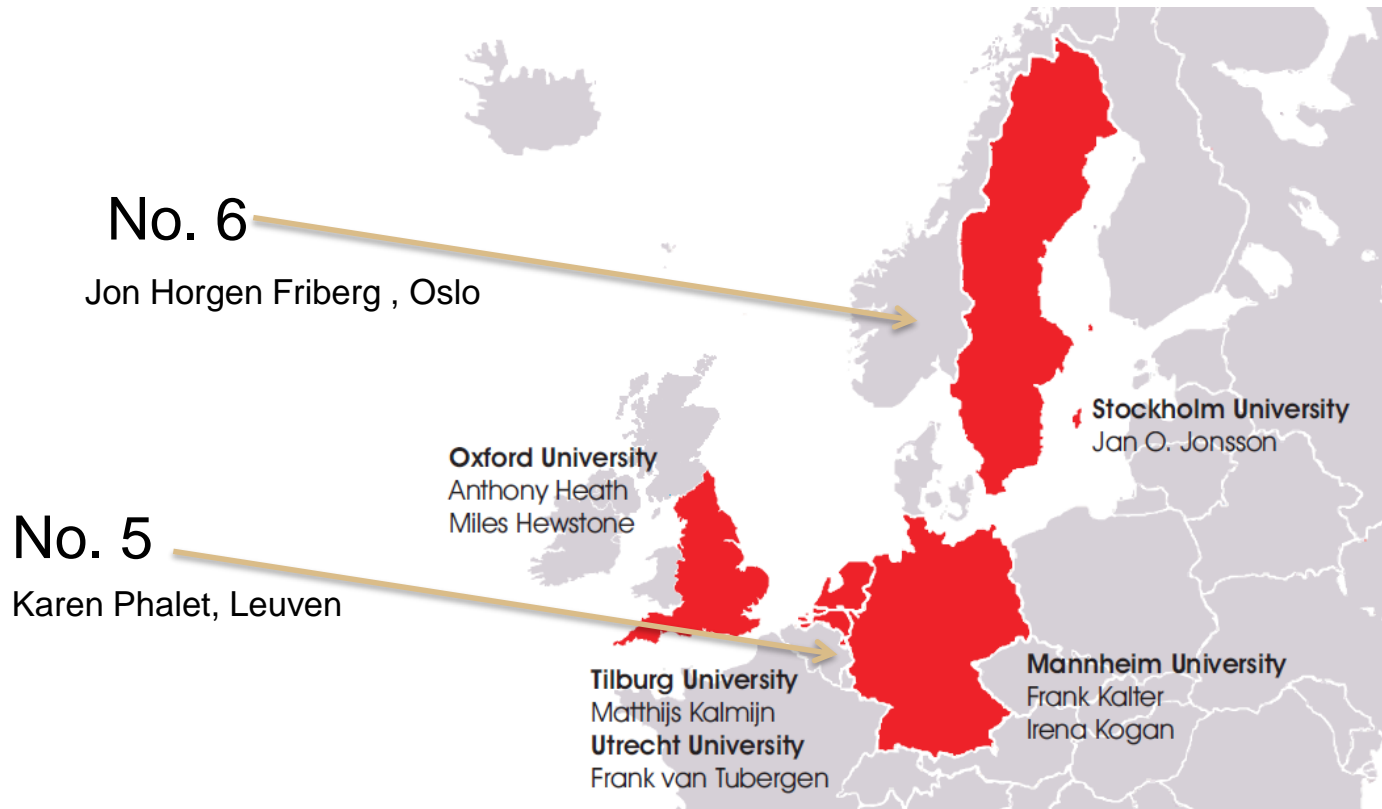
## ■ Sources of potential immigrant advantages: Higher **educational aspirations** due to

- “Positive” selection of (voluntary) migrants

- Higher value of education and drive towards upward mobility – “immigrant optimism” (Kao & Tienda 1995)

- Anticipated discrimination, blocked opportunities (Heath & Brinbaum 2007; Jackson et al. 2012)

# Children of Immigrants Longitudinal Survey in Four European Countries (CILS4EU)



10/2009-1/2014 + individual follow-up funding

# Further information (on sample, questionnaires, variables, topics, publications): [www.cils4.eu](http://www.cils4.eu)



**CILS4EU** Children of Immigrants  
Longitudinal Survey  
in Four European  
Countries

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## DATA RELEASE

### WAVE 2

15.07.2015

The data of the second wave of CILS4EU is available from now on! Further information how to access them can be found [here](#).

### WAVE 1

24.06.2014

The data of the first wave of CILS4EU is available from now on! Further information how to access them can be found [here](#).

## ANNOUNCEMENTS

### Registration open!

April 14-15, 2016: Workshop  
MEET THE DATA

Location: GESIS, Cologne

[-> more information](#)

## LATEST PUBLICATION

## CILS4EU



## THE CHILDREN OF IMMIGRANTS LONGITUDINAL SURVEY IN FOUR EUROPEAN COUNTRIES

The CILS4EU project is dedicated to the comparative analysis of the development of immigrants' progeny. In its current form it is the first comprehensive and fully-standardised panel study on this topic in Europe – a unique opportunity for researchers all over the world to study the internal processes leading to intergenerational integration.

Research on the integration of the second generation in Europe has revealed important differences between countries, ethnic groups, and domains of life. Thus far, however, research has failed to uncover the mechanisms generating these diverse and complex patterns. Our project aims to fill this gap by tackling key unanswered questions in the fields of structural, social, and cultural integration.

We start from the general assumption that it is the complex causal interplay between these dimensions which needs to be understood and disentangled in order to account for cross-group and cross-country differences in Europe. We derive hypotheses from the central theoretical approaches and test them empirically using the most appropriate advanced methods.

Answering these questions requires large-scale, strictly comparative, theory-guided, multilevel and longitudinal data - data that is currently not available in Europe. Building on the model of the prominent "Children of Immigrants Longitudinal Study (CILS)" from the U.S., we managed to collect rich [panel information](#) on teenagers in four selected European countries:

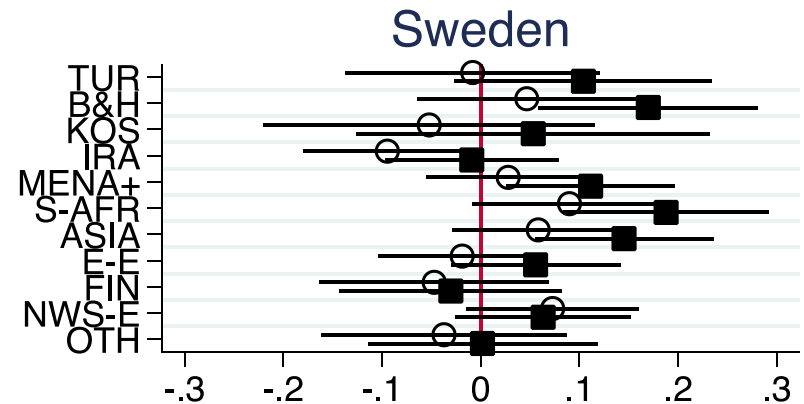
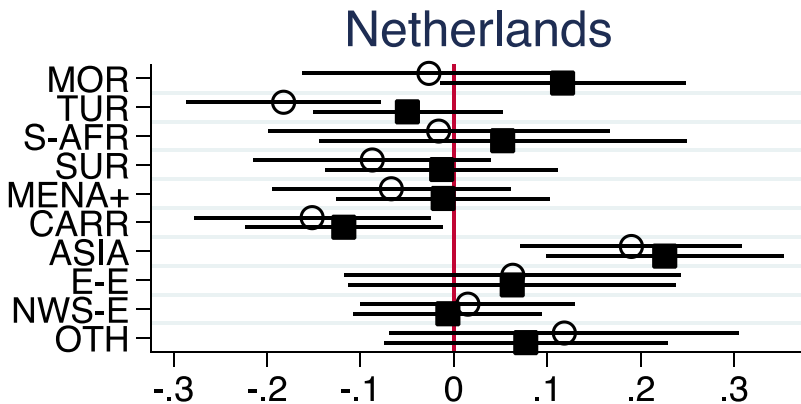
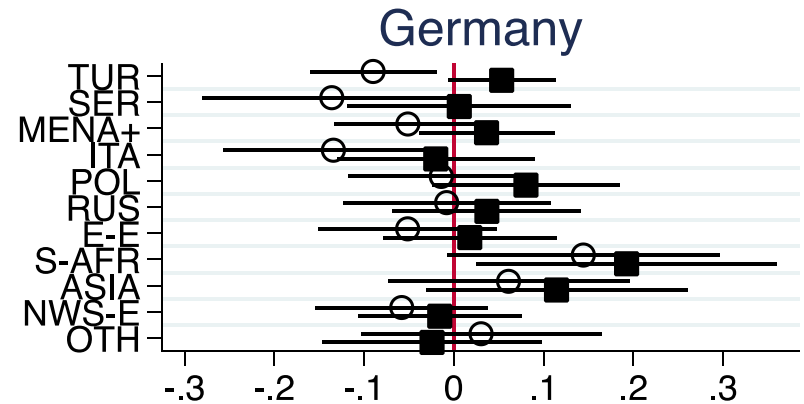
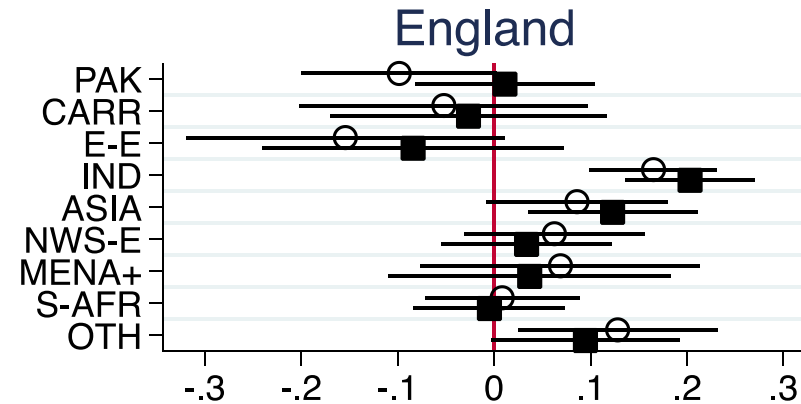
- Germany,
- the Netherlands,
- Sweden,
- and England.

We started interviewing children of immigrants and their majority peers at age 14 in the year 2010, and followed them up over the next two years, thus covering a crucial, formative period of their lives. Overall, more than 18.000 students participated in the first wave of the survey.

# Countries of origin

	England	Germany	Netherlands	Sweden	
<b>Majority group (ref.)</b>	<b>2,640</b>	<b>2,683</b>	<b>3,006</b>	<b>2,814</b>	<b>11,143</b>
<b>North-Western Europe</b>	<b>182</b>	<b>153</b>	<b>150</b>	<b>209</b>	<b>694</b>
Finland				136	136
Italy		131			131
<b>Eastern Europe</b>	<b>95</b>	<b>201</b>	<b>53</b>	<b>276</b>	<b>625</b>
Bosnia-Herzegovina				127	127
Kosovo				103	103
Poland		166			166
Russia		186			186
Serbia		113			113
<b>Caribbean</b>	<b>125</b>		<b>88</b>		<b>213</b>
Surinam			165		165
<b>MENA+</b>	<b>78</b>	<b>324</b>	<b>132</b>	<b>432</b>	<b>966</b>
Iraq				226	226
Morocco			248		248
Pakistan	304				304
Turkey		826	269	133	1,228
<b>Sub-Saharan Africa</b>	<b>308</b>	<b>73</b>	<b>86</b>	<b>231</b>	<b>698</b>
<b>Asia</b>	<b>220</b>	<b>80</b>	<b>121</b>	<b>199</b>	<b>620</b>
India	220				220
<b>Other</b>	<b>143</b>	<b>77</b>	<b>45</b>	<b>139</b>	<b>404</b>

# Enrolment in upper-secondary academic tracks: differences by origin and socio-economic status



○ gross effect    ■ controlling for SES

# Enrolment in upper-secondary academic tracks: explaining positive choice effects

Evidence is in line with earlier research in England (Jackson et al. 2012), Germany (Dollmann 2010); the Netherlands (Van de Werfhorst/van Tubergen 2007); Sweden (Jonsson/Rudolphi 2011)

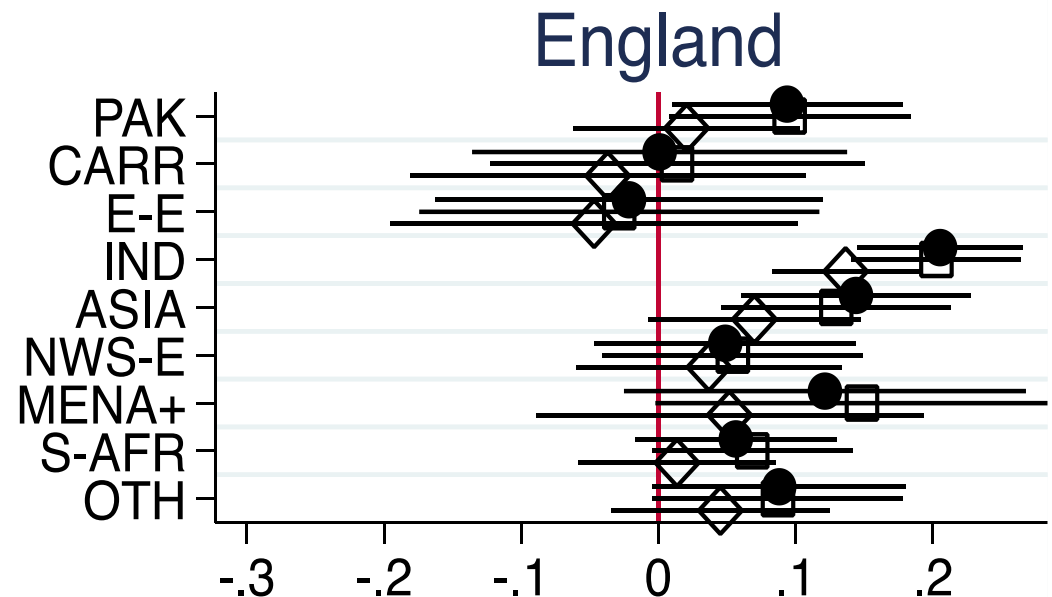
Two different interpretations:



“Immigrant optimism” and “Aspiration paradox”



Anticipated discrimination, “blocked opportunities”



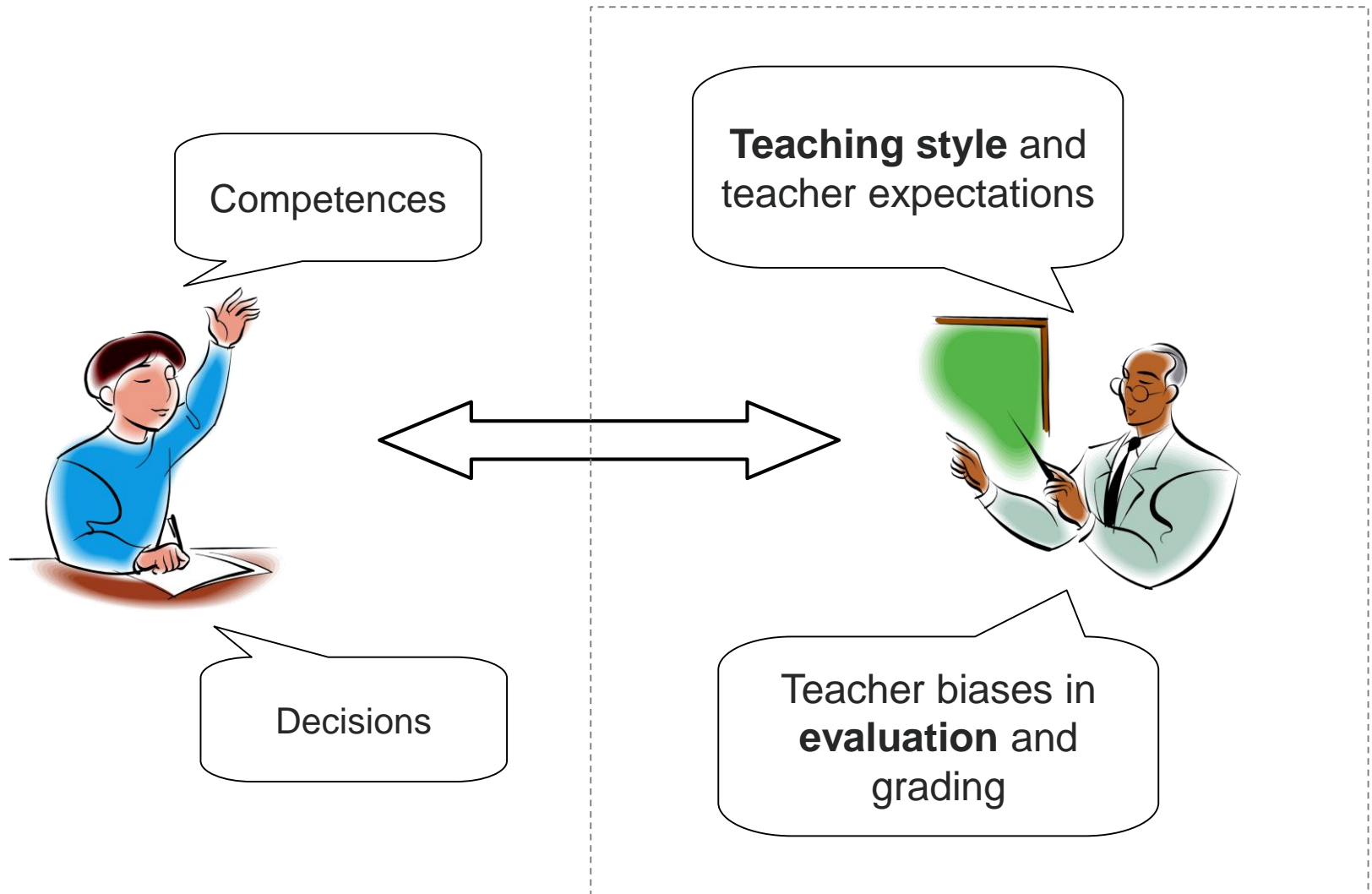
● controlling for tests + SES □ + perc. discr. (wave 1) ◇ + aspirations (wave 1)





*The role of teachers*

# A two-sided process of educational attainment



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# Teaching style and teacher expectations

- Positive expectations promote students' competences and lead to better academic performance (e.g, Babad 1993; Jussim et al. 1996; Jussim & Harber 2005; McKnown & Weinstein 2002; Rosenthal & Rubin 1982)
- Theory of self-fulfilling prophecy (Merton 1948): students perform in accordance with teachers' expectations
- In Germany (Lorenz et al. 2016) teachers expect
  - Lower performance among Turkish students both in German and Mathematics
  - Higher performance among Eastern European students in Mathematics
  - Higher performance among students with higher socio-economic origin

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# Teacher evaluations: Evidence for discrimination?

- Results of the studies based on the existing statistical data (e.g., Bos et al. 2003, 2004, for Germany)
  - After taking into account student tested performance in various subjects, grades, psychological factors, socio-economic origin, etc.: some slight bonus for children with migration background of getting recommendation for upper-secondary school
- Results of experimental research (e.g., Sprietsma 2009):
  - Lower grades for comparable essays for students of Turkish origin
  - Students of Turkish origin are less likely to get recommendation for an upper-secondary track

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# Take-home message

- Immigrants' lower educational performance:
  - Disadvantages experienced by the 1<sup>st</sup> generation driven primarily by the lack of language proficiency, difficulties in adjustment to a new setting, patterns of residential segregation
  - Persistence of disadvantages into the 2<sup>nd</sup> generation due to the intergeneration transmission
- Immigrants “over-optimistic” education choices:
  - Substantially higher educational aspirations among (several groups of) immigrants
  - Less research on outcomes of bold educational choices
- Teachers as possible gate-keepers
  - Lower expectations for some ethnic groups
  - Some (but inconclusive) evidence for biases in evaluations and discrimination



Thank you!

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