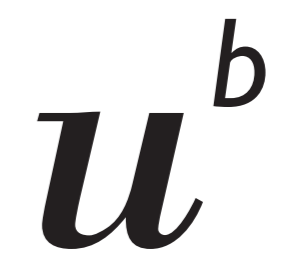


Immigrant optimism

Ethnic choice effects at the transition to upper secondary education
Cohort comparison for German-speaking Switzerland



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Background

In Switzerland, educational disadvantages at different educational trajectories exist in particular for youths who themselves or their parents come from the Balkans, Turkey or Portugal (Beck, Jäpel, and Becker, 2010; Meyer, 2003). Contrary to these «ethnic penalties», results also point to «ethnic premiums» compared to autochthonous youths (Griga, 2014; Tjaden and Scharenberg, 2017; Beck and Jäpel, 2018). Most studies in Switzerland refer to data from the TREE panel study and thus to the school-leaver cohort of 2000. However, in the course of implementing the Agreement on the Free Movement of Persons (AFMP) between Switzerland – EU in 2002, the social structure / level of qualifications of migrants have altered significantly.

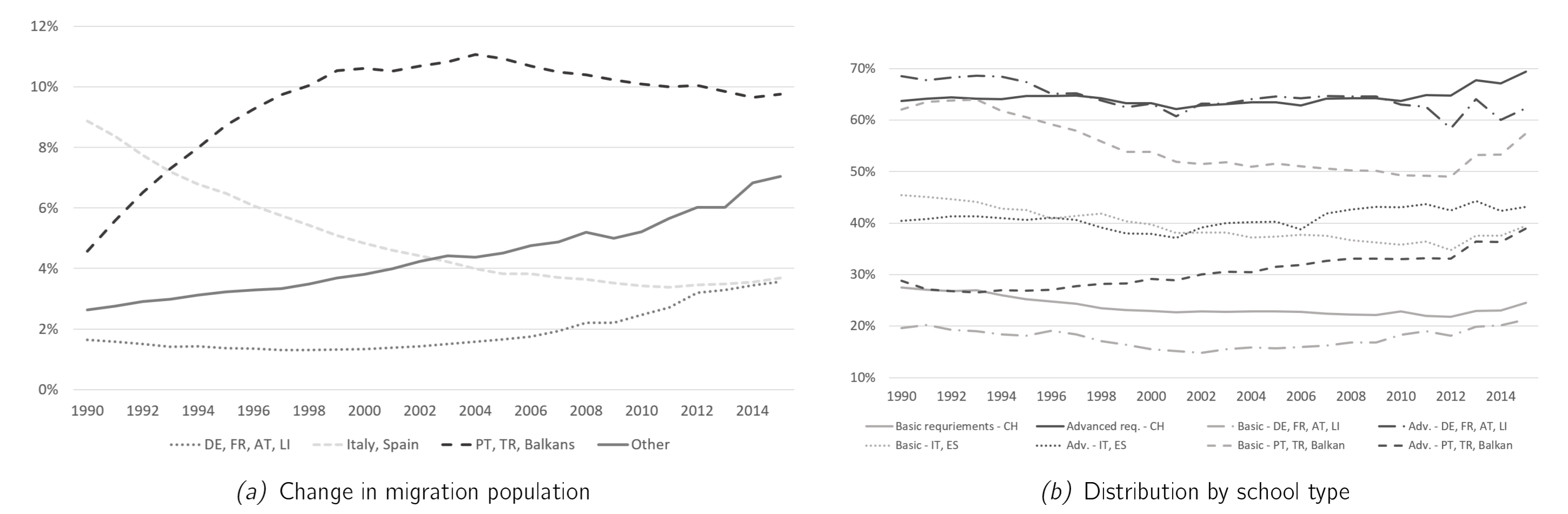
Research questions

1. What are the migration-specific educational (dis-)advantages with regard to type of school / training attended before and after leaving compulsory education?
2. Can educational premiums be explained by pronounced educational aspirations (immigrant optimism)?
3. How do the school-leaver cohorts from 2000 & 2013 differ with regard to 1) and 2)?

Theoretical framework

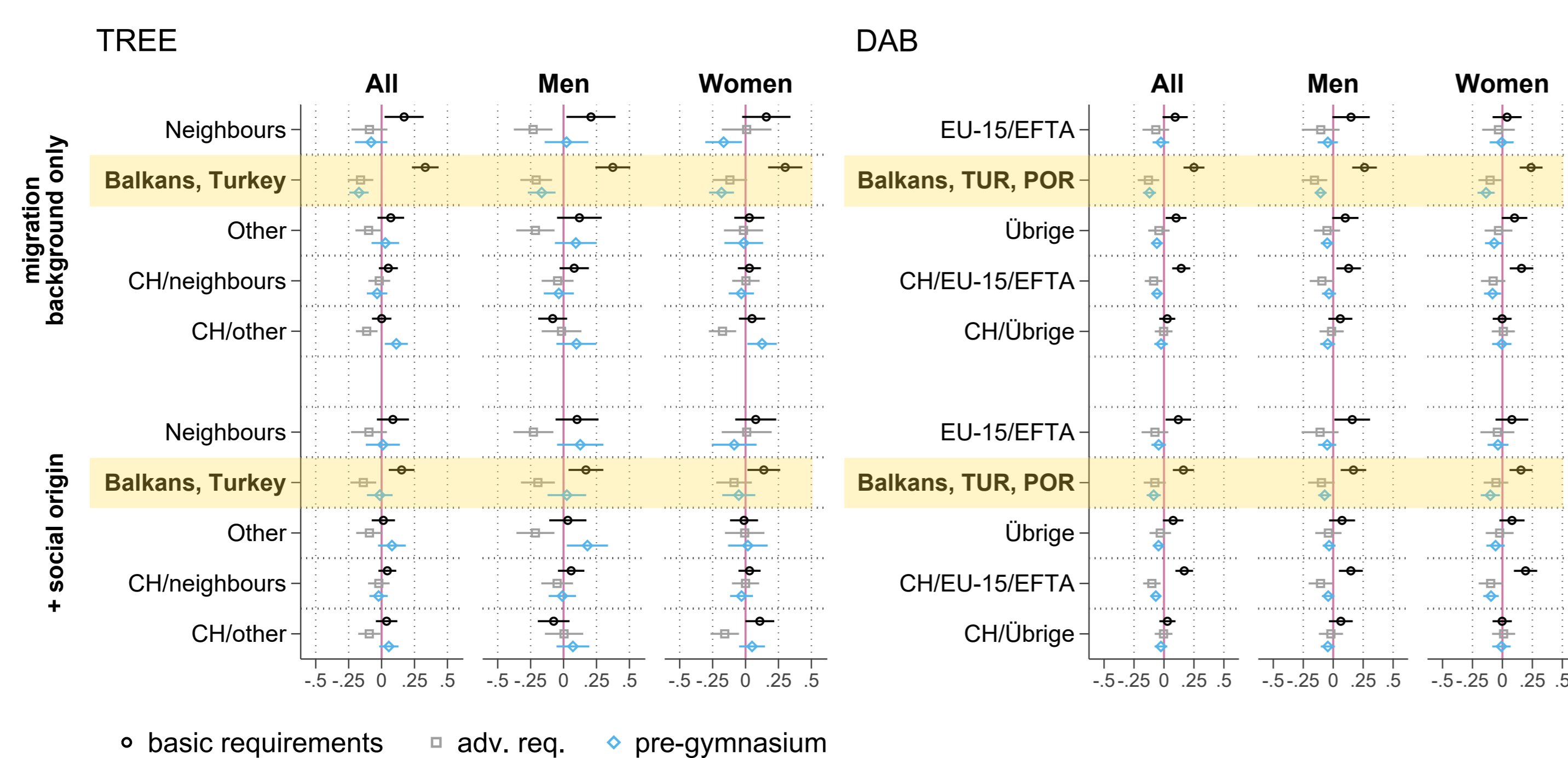
- **Primary effects of ethnic origin:** On average, poorer school performance of migrants when controlling for social origin
⇒ overrepresented in less demanding school types / training
- **Secondary effects of ethnic origin:** Correlation of educational choice and migration background when controlling for social origin & GPA (De Werthorst and Hofstede, 2007; Heath, Rothson, and Kilpi, 2008; Kristen and Dollmann, 2010)
But: Pronounced educational / occupational aspirations («immigrant optimism», Kao and Tienda (1995)), if ...
– devaluing parental human capital due to migration (Nauck, 1994; Vallet, 2005)
– anticipation of discrimination in vocational training (Heath and Brinbaum, 2007)
– less familiarity with the education system (De Werthorst and Tubergen, 2007)
⇒ **H1:** Higher educ. / occ. aspirations for youths whose parents come from Turkey / the Balkans
⇒ **H2:** Ethnic premiums on access to baccalaureate schools are partly explained by educ. / occ. aspirations

Change in migration population & distribution at lower secondary level (1990 – 2015)



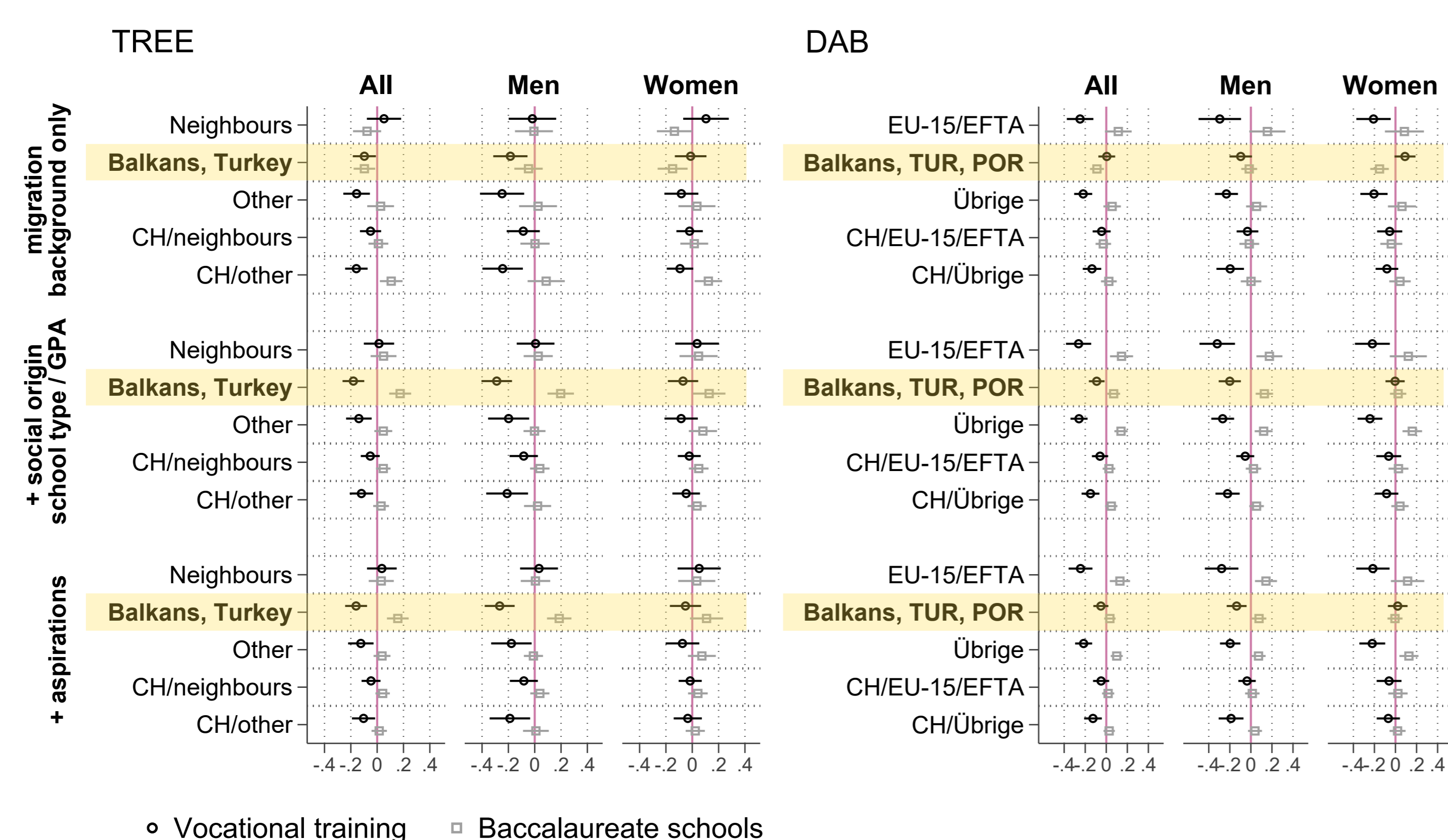
Data

- **TREE** (PISA-2000 Follow-up): participation in t1 (Sample Sek I/II: N : 2.648; σ : 1.171; φ : 1.471)
- **DAB** (dab.edu.unibe.ch): Sek I: N : 3.359 (σ : 1.794; φ : 1.745); Sek II (t4): N : 2.174 (σ : 1.059; φ : 1.115)
- Multiply imputed data; chained equations (White, Royston, and Wood, 2011; Allison, 2001)
- Dependent variables
 - Type of school attended at lower secondary level
 - Educational situation at upper secondary level (vocational training, bacc. schools, interim solution)
 - «immigrant optimism»: HISEI parents – ISEI desired profession child (z -stand.)
- Independent variables (parental HISEI & education, type of school 9th grade, GPA in German/maths (TREE: +literacy skills))
 - Country of birth of parents
 - * **TREE**: CH, neighbouring states, Balkans/Turkey, other, CH/neighb. states, CH/other
 - * **DAB**: CH; EU15-EFTA, Balkans/Turkey/Portugal, other, CH/EU15-EFTA, CH/other
 - Country of birth of child (CH vs. abroad)



	TREE			[DAB]		
	Wo/Men	Men	Women	Wo/Men	Men	Women
Neighbours [EU15/EFTA]	0.353** (0.112)	0.341 (0.178)	0.365* (0.141)	0.150 (0.103)	0.273 (0.158)	0.065 (0.116)
Balkan/Turkey [&POR]	0.371*** (0.079)	0.355** (0.116)	0.390*** (0.109)	0.388*** (0.051)	0.495*** (0.077)	0.303*** (0.069)
Other	0.264* (0.108)	0.273 (0.166)	0.259 (0.136)	0.401*** (0.066)	0.512*** (0.101)	0.281** (0.086)
CH/neighbours [EU15/EFTA]	0.097 (0.079)	0.036 (0.121)	0.143 (0.098)	0.133* (0.057)	0.190* (0.083)	0.070 (0.083)
CH/other	0.248** (0.078)	0.223 (0.121)	0.259* (0.107)	0.252*** (0.067)	0.299** (0.111)	0.206* (0.083)
Born abroad	0.027 (0.077)	0.012 (0.108)	0.023 (0.101)	0.069 (0.068)	0.102 (0.097)	0.049 (0.089)
Women	-0.136** (0.043)			0.114** (0.035)		
ISCED 4-6	0.058 (0.046)	0.050 (0.072)	0.059 (0.052)	0.187*** (0.038)	0.163** (0.062)	0.208*** (0.051)
Highest ISEI	-0.043*** (0.001)	-0.043*** (0.002)	-0.043*** (0.002)	-0.036*** (0.001)	-0.035*** (0.001)	-0.036*** (0.001)
Constant	0.871*** (0.172)	0.905*** (0.234)	0.720** (0.221)	1.725*** (0.062)	1.697*** (0.082)	1.860*** (0.070)
N	2648	1171	1477	2174	1059	1115
Adj. R ²	0.436	0.442	0.430	0.558	0.527	0.581

Remarks: OLS-Regression; robust/clustered SE in parentheses; based on 25 imputed data sets. Controlled for type of school & GPAs.



Lower secondary education

- Youths who themselves or whose parents come from the Balkans, Turkey [& Portugal] are overrepresented in the school type with basic requirements
- In addition, they are underrepresented in the school type with advanced requirements & pre-gymnasium
- Controlling for social background: IEO is reduced but remains significant for the most part. «Ethnic penalties» are only partly attributable to social origin
- Gender disparities: more pronounced among young men
- Minor differences between cohorts

Note: Multinomial logistic regressions; AMEs, multiply imputed data

Occupational aspirations

- Pronounced occupational aspirations for juveniles whose parents come from the Balkans, Turkey [& Portugal]
- Only a small proportion of the variation in aspirations is due to ethnic origin (results not shown; TREE: 3%, DAB: 9%)
- However, and as theoretically expected, «immigrant optimism» is observed for the most disadvantaged group when controlling for social origin, school type attended at lower secondary level and GPA in German and maths
- Differences between cohorts & gender:
 - Young women with higher aspirations than men in the cohort born around 1998 (DAB)
 - The opposite is the case for youths of the cohort born around 1985 (TREE)

Upper secondary education

- Reversal of ethnic disadvantages (access to baccalaureate schools) when controlling for social origin, attended school type and GPA, although the reversal is more pronounced in the TREE-sample and for young men
- «Ethnic premium» effects (access to bacc. schools) of the overall samples are reduced (TREE) or explained completely (DAB) when controlling for occupational aspirations
- However, there are significant gender differences within ethnic groups:
 - Ethnic premiums (access to bacc. schools) are mainly observed for young men from the most disadvantaged ethnic groups, while they are under-represented in vocational training
 - Young women with this ethnic origin are hardly different from their classmates whose parents were born in Switzerland

Note: Multinomial logistic regressions; AMEs, multiply imputed data, results of outcome «interim solution» not shown