

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 (Gnga, 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.

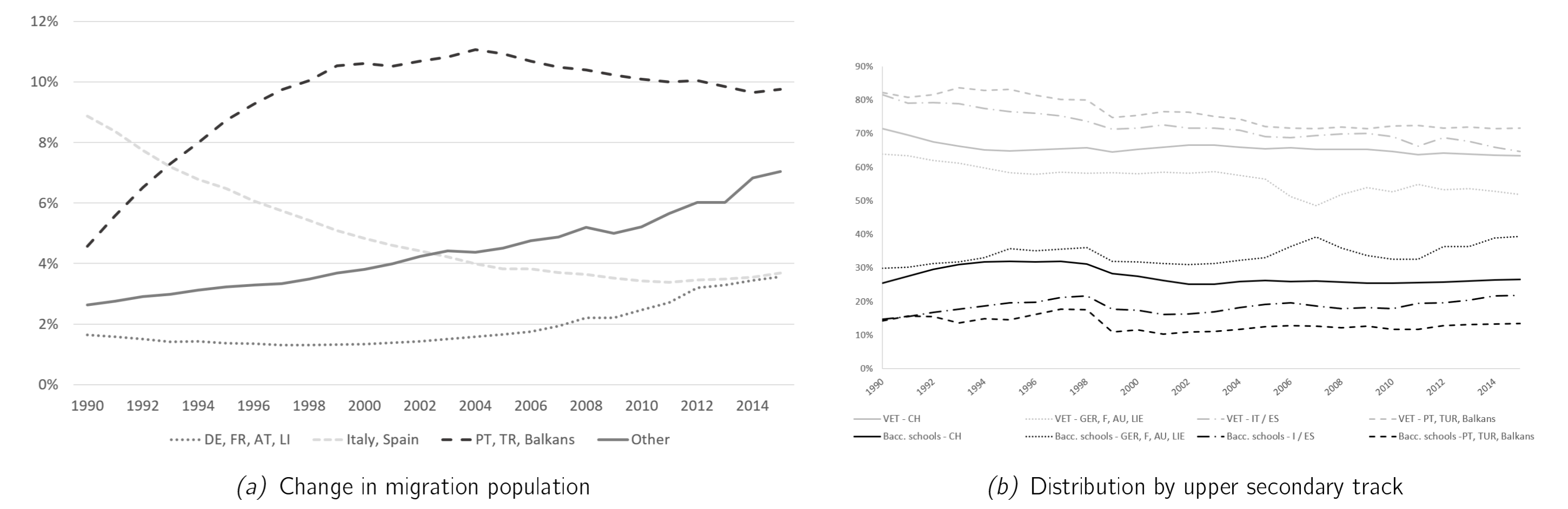
Research questions

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 upper secondary level (1990 – 2015)

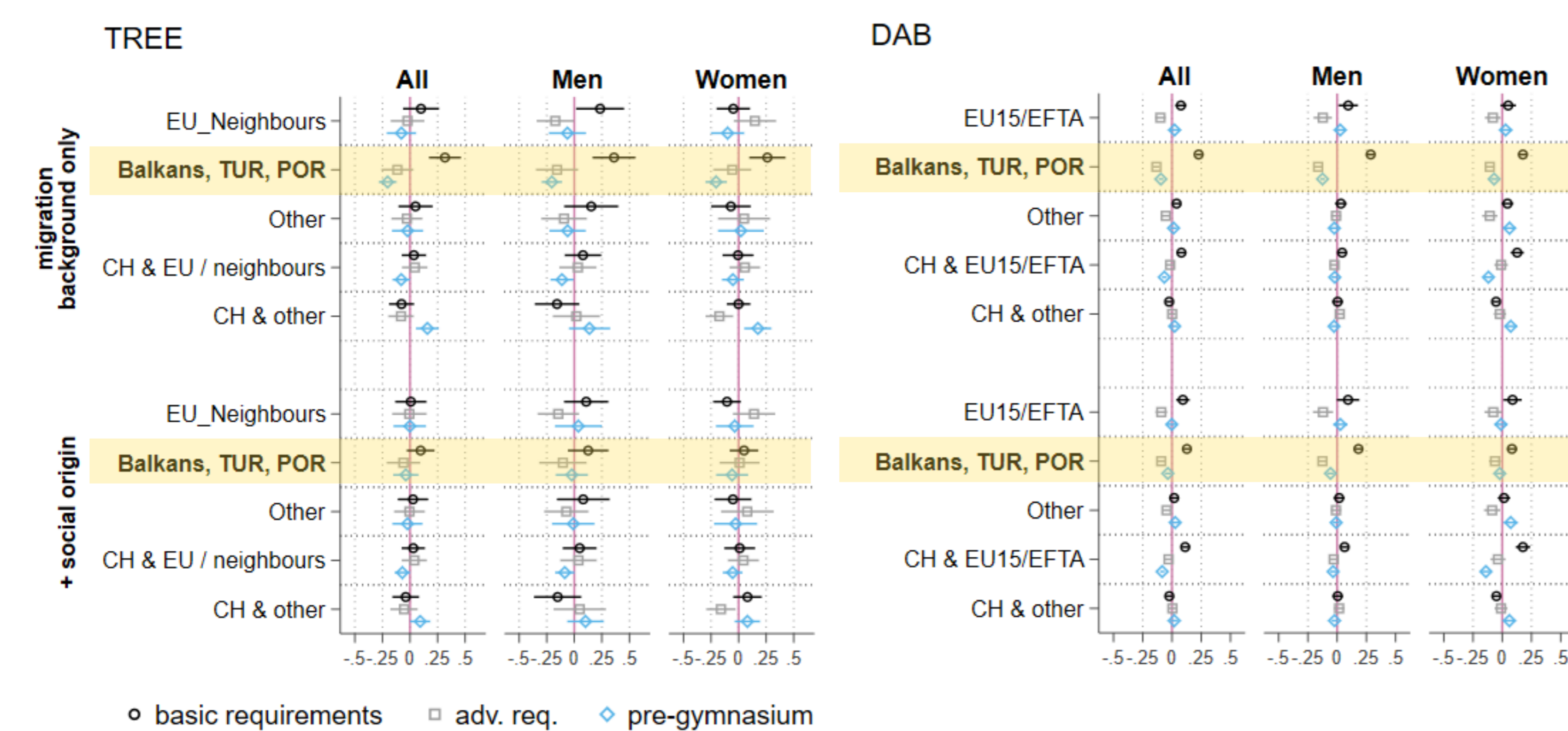


Data

- **TREE** (PISA-2000 Follow-up): participation in t2; Sample: σ^2 1.044; σ^1 1.233
- **DAB** (dab.edu.unibe.ch): participation in t4; Sample N : σ^2 1.030; σ^1 1.060
- Multiply imputed data; chained equations (White, Royston, and Wood, 2011; Allison, 2001); survey weights are used
- **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)

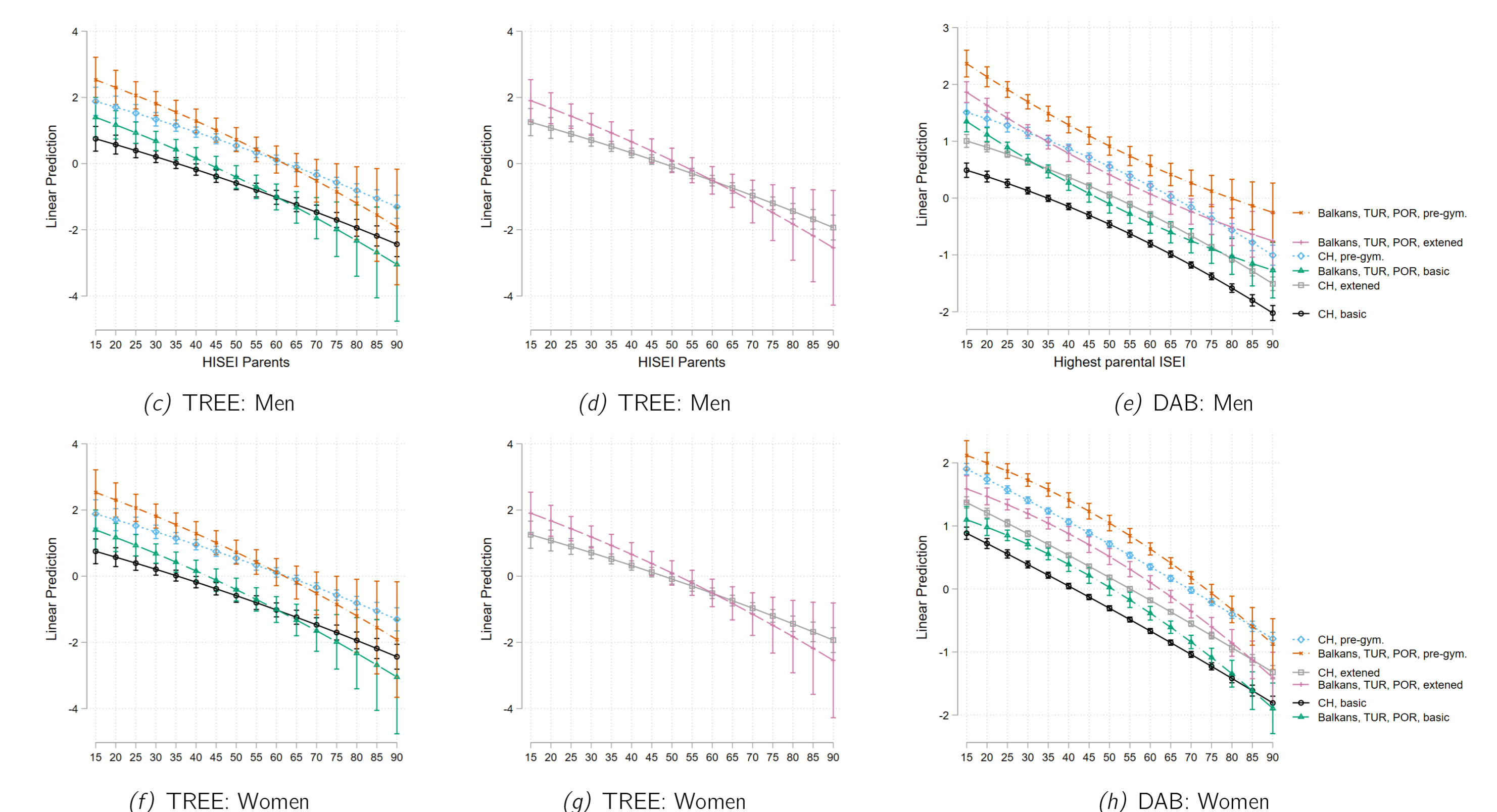
Lower secondary education

- 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: penalties more pronounced among young men; Cohort: Minor differences between cohorts



Occupational aspirations

- Pronounced aspirations for upward social mobility: juveniles whose parents come from the Balkans, Turkey & Portugal, particularly those with low socio-economic status
- Similar effects in both cohorts



Upper secondary education

- Reversal of ethnic disadvantages (access to bacc. schools) is more pronounced for young men & juveniles of the DAB-cohort when controlling for social origin, attended school type and GPA.
- «Ethnic premium» effects (access to bacc. schools) are substantially reduced (DAB) when controlling for upward social mobility aspirations.

	TREE							
	Men				Women			
	1	2	3	4	5	6	7	8
Parents' origin (Ref.: Swiss)								
EU / Neighbours	-0.0525 (0.047)	0.0167 (0.053)	0.0256 (0.057)	0.0044 (0.050)	-0.0583 (0.073)	0.0179 (0.083)	0.0294 (0.049)	0.0064 (0.045)
Balkans, TUR, POR	-0.0769 (0.049)	0.1354 (0.083)	0.2128** (0.068)	0.1948** (0.061)	-0.2481*** (0.049)	-0.1237 (0.070)	-0.0241 (0.053)	-0.0541 (0.052)
Other	-0.0290 (0.069)	0.0055 (0.078)	0.0098 (0.040)	-0.0034 (0.035)	0.0738 (0.104)	0.0168 (0.102)	0.0397 (0.066)	0.0315 (0.061)
CH & neighbours	-0.0554 (0.039)	-0.0365 (0.035)	0.0258 (0.031)	0.0253 (0.031)	-0.0180 (0.058)	-0.0244 (0.052)	0.0321 (0.034)	0.0224 (0.035)
CH & other	0.1316 (0.076)	0.0843 (0.069)	0.0344 (0.047)	0.0251 (0.039)	0.1659** (0.060)	0.0818 (0.057)	0.0416 (0.052)	0.0188 (0.052)
Born abroad	0.0650 (0.077)	0.0183 (0.063)	0.0237 (0.049)	0.0172 (0.047)	-0.0144 (0.071)	-0.0204 (0.069)	-0.0025 (0.048)	0.0015 (0.048)
Social origin								
Highest parental ISEI		0.0061*** (0.001)	0.0018** (0.001)	0.0041*** (0.001)		0.0070*** (0.001)	0.0015* (0.001)	0.0041*** (0.001)
ISCED 4-6 (Ref.: 1-3)		0.1306** (0.026)	0.0544* (0.026)	0.0520* (0.025)		0.1494*** (0.035)	0.0526* (0.024)	0.0457 (0.025)
School type 9 th grade (Ref.: Adv. req.)								
Basic requirements			-0.0848** (0.019)	-0.0839** (0.019)		-0.1667*** (0.038)	-0.1714** (0.041)	
Pre-gymnasium			0.4708*** (0.069)	0.3972*** (0.066)		0.3737*** (0.068)	0.3268*** (0.068)	
School performance								
GPA German			0.0228* (0.010)	0.0242* (0.010)		-0.0014 (0.014)	-0.0026 (0.014)	
GPA Maths			0.0177 (0.011)	0.0123 (0.010)		0.0198 (0.011)	0.0167 (0.011)	
PISA literacy score			0.0002 (0.000)	0.0001 (0.000)		0.0010*** (0.000)	0.0008** (0.000)	
Aspiration for social advancement				0.0504*** (0.012)				0.0575** (0.018)
Observations	1044	1044	1044	1044	1233	1233	1233	1233
Pseudo-R ²	0.0092	0.1343	0.4758	0.4961	0.0220	0.1000	0.3683	0.3839

	DAB							
	Men				Women			
	1	2	3	4	5	6	7	8
Parents' origin (Ref.: Swiss)								
EU-15/EFTA	0.1234** (0.032)	0.1259*** (0.030)	0.1729*** (0.033)	0.1519*** (0.026)	0.1309*** (0.033)	0.0897* (0.034)	0.1368*** (0.033)	0.1505*** (0.031)
Balkans, TUR, POR	-0.0443** (0.014)	0.0546** (0.019)	0.1438*** (0.017)	0.0876*** (0.016)	-0.0531** (0.018)	0.0317 (0.019)	0.0874** (0.020)	0.0582* (0.021)
Other	0.0500 (0.023)	0.0662** (0.019)	0.1022*** (0.019)	0.0601** (0.017)	0.1875*** (0.035)	0.2197*** (0.036)	0.1950*** (0.032)	0.1608*** (0.030)
CH & EU15/EFTA	0.0194 (0.018)	0.0011 (0.014)	0.0475* (0.018)	0.0366 (0.018)	-0.0594* (0.025)	-0.0934** (0.023)	0.0240 (0.021)	0.0193 (0.021)
CH & other	0.0049 (0.018)	0.0083 (0.016)	0.0491** (0.014)	0.0279 (0.018)	0.0951** (0.025)	0.0872** (0.024)	0.0629** (0.020)	0.0431 (0.021)
Born abroad	0.0490 (0.044)	0.0132 (0.037)	0.0269 (0.032)	0.0067 (0.028)	-0.1249*** (0.019)	-0.1383*** (0.022)	-0.0544** (0.017)	-0.0611** (0.016)
Social origin								
Highest parental ISEI		0.0041*** (0.000)	0.0019*** (0.000)	0.0061*** (0.000)		0.0039*** (0.000)	0.0022*** (0.000)	0.0059*** (0.000)
ISCED 4-6		0.0917*** (0.014)	0.0231 (0.011)	-0.0059 (0.012)		0.1630*** (0.012)	0.0357*** (0.006)	0.0106 (0.007)
School type 9 th grade (Ref.: Adv. req.)								
Basic requirements			-0.0896** (0.005)	-0.0646** (0.008)			-0.1868*** (0.006)	-0.1693*** (0.006)
Pre-gymnasium			0.5378*** (0.015)	0.4273*** (0.019)			0.5577*** (0.009)	0.4556*** (0.010)
School performance								
GPA German			0.0535*** (0.010)	0.0437*** (0.009)			0.0436*** (0.006)	0.0368** (0.006)
GPA Maths			-0.0027 (0.009)	-0.0020 (0.009)			0.0195* (0.008)	0.0167* (0.007)
Aspiration for social advancement				0.1186*** (0.009)				0.0987*** (0.006)
Observations	1030	1030	1030	1030	1060	1060	1060	1060
Pseudo-R ²	0.0089	0.0831	0.4099	0.4816	0.0158	0.0764	0.4154	0.4502