Growing up in diverse Europe

Studying the social, cultural, and structural integration of minority youth with CILS4EU
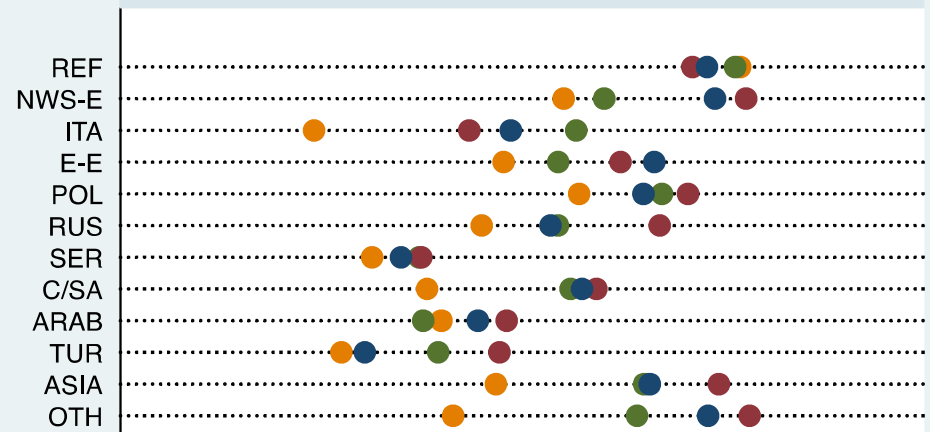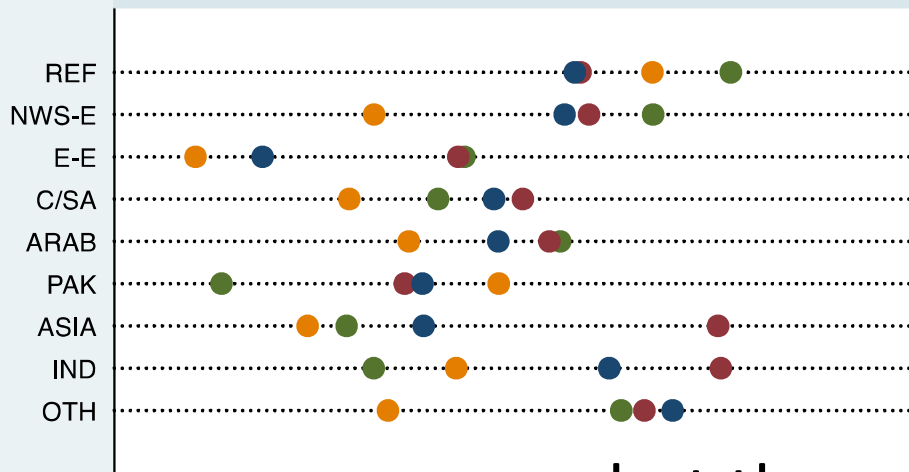
Frank Kalter
University of Mannheim
Mannheim Center for European Social Research (MZES)

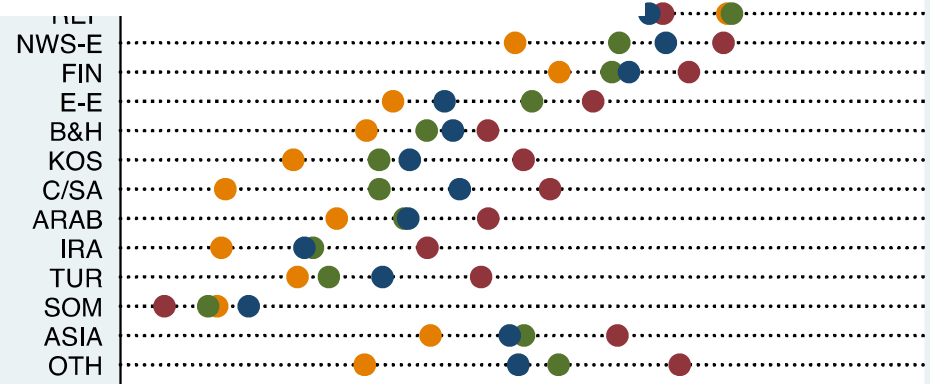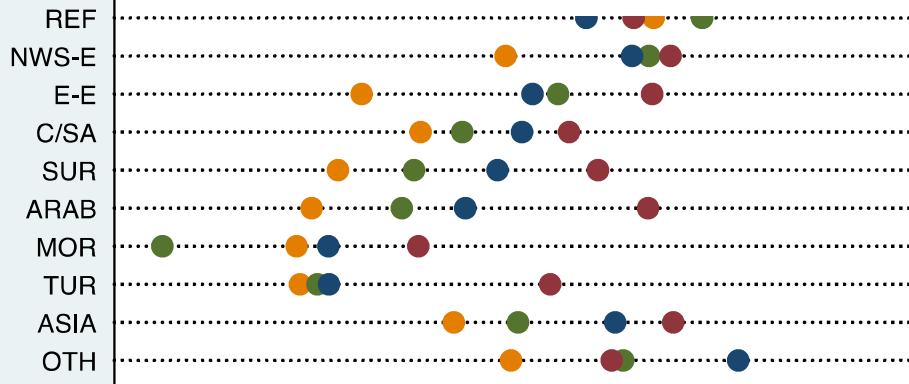International Conference on "Integration and social mobility among children of immigrants"
Oslo, 13.04.2015
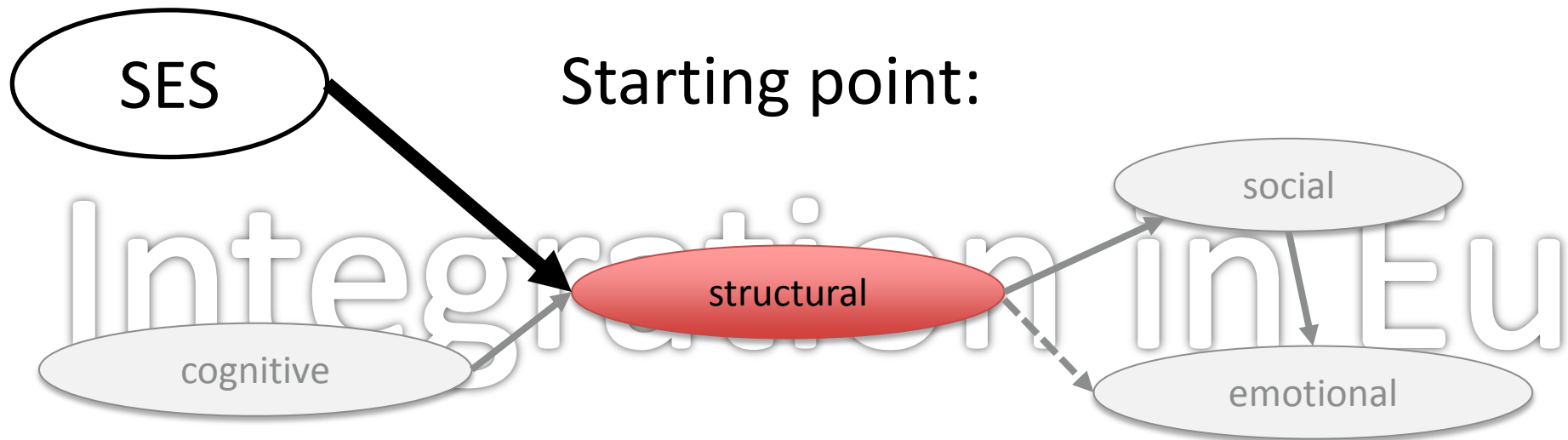
One-minute take-home message:

„The picture of integration in Europe is very colourful...

„..., but there are patterns,
and there is some structure in the patterns...

„..., and some colours might deserve more attention than others.“

Starting point:

- Last decades:
  - Topic of interest (and often: of concern) in almost all countries
  - Huge progress of quantitative empirical research
- Focus: Structural aspects of integration (labour market, education)
  - Data availability (census data, large-scale surveys)
  - Key dimension?! (theoretically and empirically)
    - …other aspects of integration will follow (≈ Classical assimilation perspective)
- Major insights: Ethnic Inequalities are socio-economic inequalities to a very large degree (see: Anthony later on)
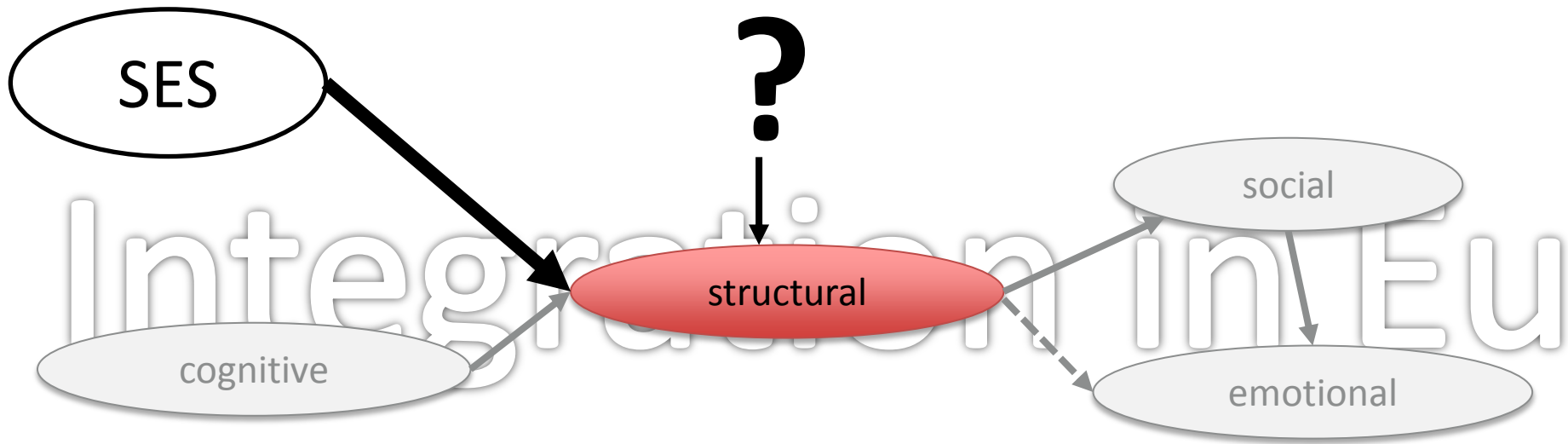
- Puzzles: Still notable...
  - differences between groups
  - differences between countries (...within groups)
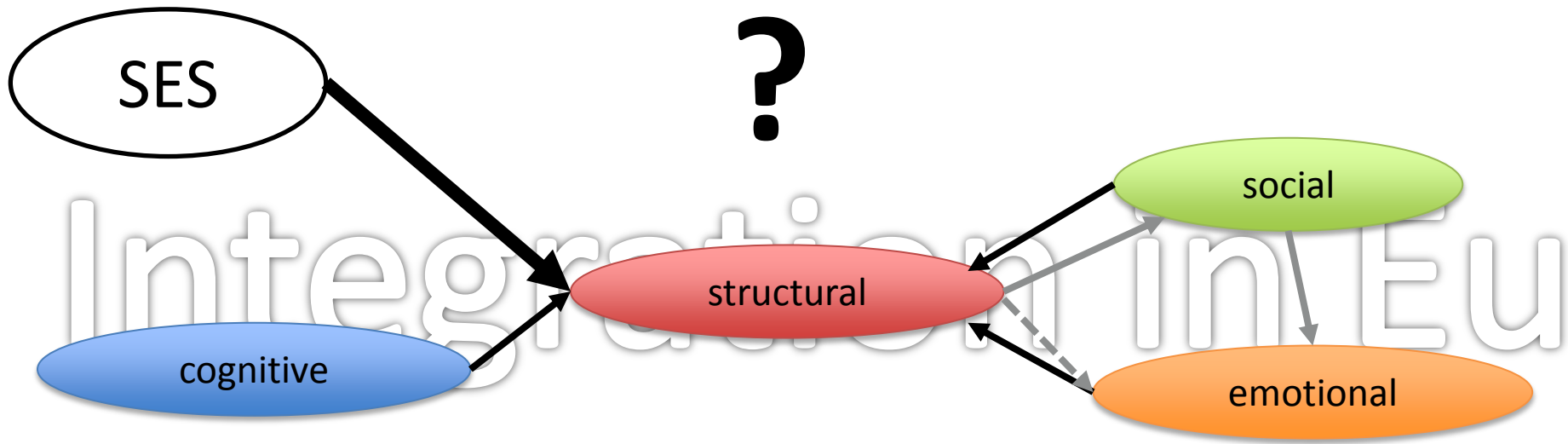
- Puzzles: Still notable...
  - differences between groups
  - differences between countries (...within groups)
- Next to cognitive aspects, social and emotional aspects might deserve more attention
  - seemingly: interesting differences between aspects (...within groups and countries) – different patterns?
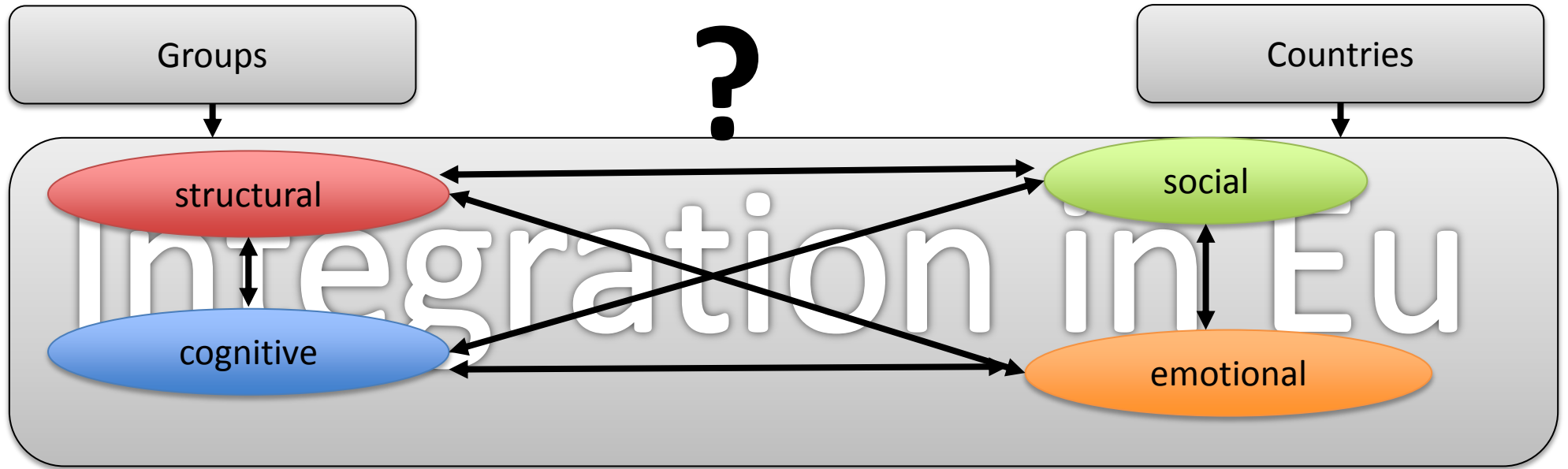
- Data requirements:
  - Comprehensive measures
  - Appropriate samples
  - Cross-national comparability
  - Longitudinal information

$\Rightarrow$ We need a CILS for Europe

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

! No. 6

No. 5

Karen Phalet, Leuven

Oxford University
Anthony Heath
Miles Hewstone

Stockholm University
Jan O. Jonsson

Tilburg University
Matthijs Kalmijn
Utrecht University
Frank van Tubergen

Mannheim University
Frank Kalter
Irena Kogan

NORFACE
ERA-NET
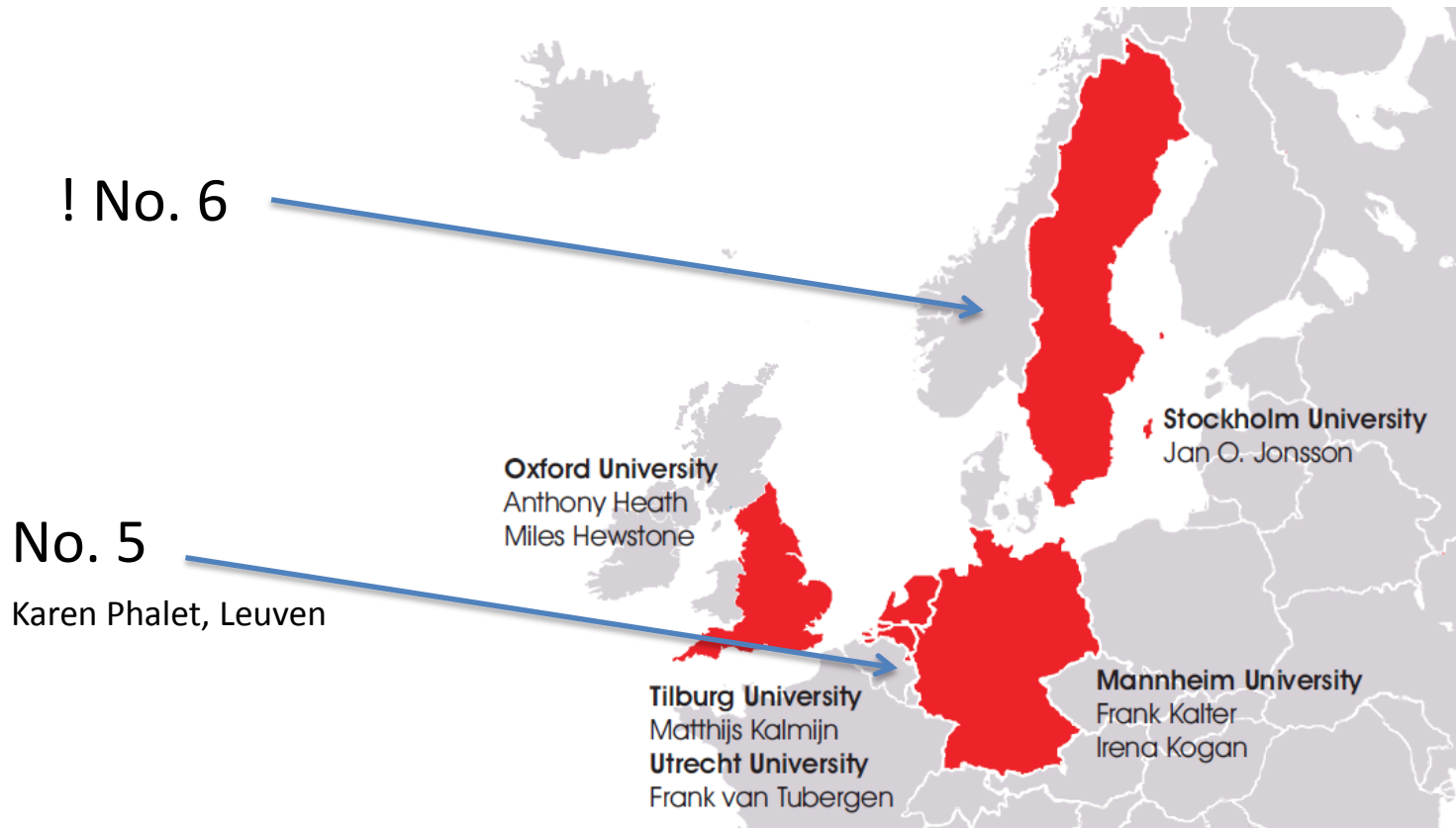
10/2009-1/2014

+   individual follow-up
     funding

CILS4EU, Data Wave 1
(autumn 2010 - spring 11)

Country	ENG	GER	NET	SWE	total
Grade (≈ 14-year-olds)	10th	9th	11th/3rd	8th	
Number of schools	107	144	100	129	480
in stratum					
I 0–10% children of immigrants	19	19	16	19	73
II 10–30% "	32	40	35	43	150
III 30–60% "	24	36	28	33	121
IV 60–100% "	21	49	21	34	125
independent	11				11
Number of classrooms	214	271	222	251	958
Number of students	4,315	5,013	4,363	5,025	18,716
Number of teachers	182	248	190	216	836
Number of parents	1,588	3,909	3,248	2,955	11,700

YES
YOUTH IN EUROPE STUDY
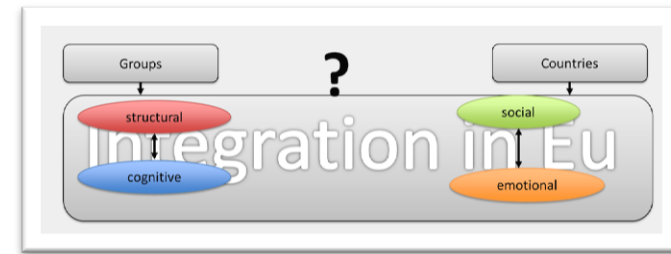
Migration background of the students in the CILS4EU sample(s)

	ENG		GER		NET		SWE		Total
	N (nw)	% (w)	N (nw)	% (w)	N (nw)	% (w)	N (nw)	% (w)	N (nw)
Child foreign-born									
Arrived age 11+	199	3.9	103	0.8	36	0.4	222	2.8	706
Arrived age 6-10	180	2.8	144	1.6	61	0.5	224	2.6	463
Arrived age 0-5	183	2.6	266	3.6	170	2.3	179	2.4	798
Age of arrival not known	47	0.7	22	0.1	28	0.3	28	0.4	125
Child born in survey country									
Both parents foreign-born	543	5.3	1,232	12.8	671	5.1	1,017	10.4	3,463
One parent foreign-born									
Child of transnational marriage	298	3.8	227	2.5	98	1.5	170	2.5	793
Child of intermarriage (mixed)	225	5.2	336	6.8	293	6.2	371	8.0	1,225
Both parents born in survey country									
Some mig. background (2-4 gp)	352	6.1	182	3.7	118	2.3	237	5.5	889
No (sign.) mig. background (0-1 gp)	2,169	66.8	2,421	67.5	2,868	81.1	2,516	64.4	9,974
Missing information	119	2.9	80	0.9	20	0.1	61	1.2	280
	4,315	100	5,013	100	4,363	100	5,025	100	18,716

(nw) = not weighted; (w) = design weighted

Countries of origin

	ENG (n=121)	GER (n=111)	NET (n=102)	SWE (n=118)	(n=172)

Dissimilarities in the composition of the students with migration background between the four survey countries

	England	Germany	Netherlands	Sweden
England				
Germany	0,80			
Netherlands	0,78	0,58		
Sweden	0,75	0,61	0,67	

Countries of origin

„…how to compare the incomparable?"

	ENG (n=121)	GER (n=111)	NET (n=102)	SWE (n=118)	(n=172)
REF	**2,641**	**2,684**	**3,007**	**2,815**	**11,147**
NWS-E	**183**	**154**	**151**	**210**	**698**
FIN				137	137
ITA		132			132
E-E	**96**	**202**	**54**	**277**	**629**
B&H				128	128
KOS				104	104
POL		167			167
RUS		187			187
SER		114			114
C/SA	**434**	**82**	**175**	**129**	**820**
SUR			166		166
SOM				113	113
ARAB	**79**	**325**	**133**	**433**	**970**
IRA				227	227
MOR			249		249
PAK	305				305
TUR		827	270	134	1,231
ASIA	**221**	**81**	**122**	**200**	**624**
IND	221				221
OTH	**144**	**70**	**46**	**131**	**391**

cognitive

Cultural Integration

Language

y1_lpsc1	6	
y1_lpsc2	6	

---

16. sketch	☐₁ **A** packet	☐₂ **B** drawing	☐₃ **C** palace	876
	☐₄ **D** job	☐₅ **E** skirt		

17. sovereign	☐₁ **A** colonel	☐₂ **B** leader	☐₃ **C** representative	877
	☐₄ **D** guardian	☐₅ **E** monarch		

18. cargo	☐₁ **A** freight	☐₂ **B** transport	☐₃ **C** stone	878
	☐₄ **D** target	☐₅ **E** grocery		

|	Question-Number		Codebook-Page
y1_lpsc3	6	Proficiency in survey country language: Read	92
y1_lpsc4	6	Proficiency in survey country language: Write	92
y1_loc1	7	(Second) language at home	92
y1_loc2a	8	Language at home 1	93
y1_loc2b_add	8	Language at home 2, additional information	94
y1_loc2c	8	Language at home 3	94
y1_loc2c_add	8	Language at home 3, additional information	94

http://cils4.eu/images/wave1_material/codebook/codebook_cils4eu_v1.1.0.pdf

Language test scores
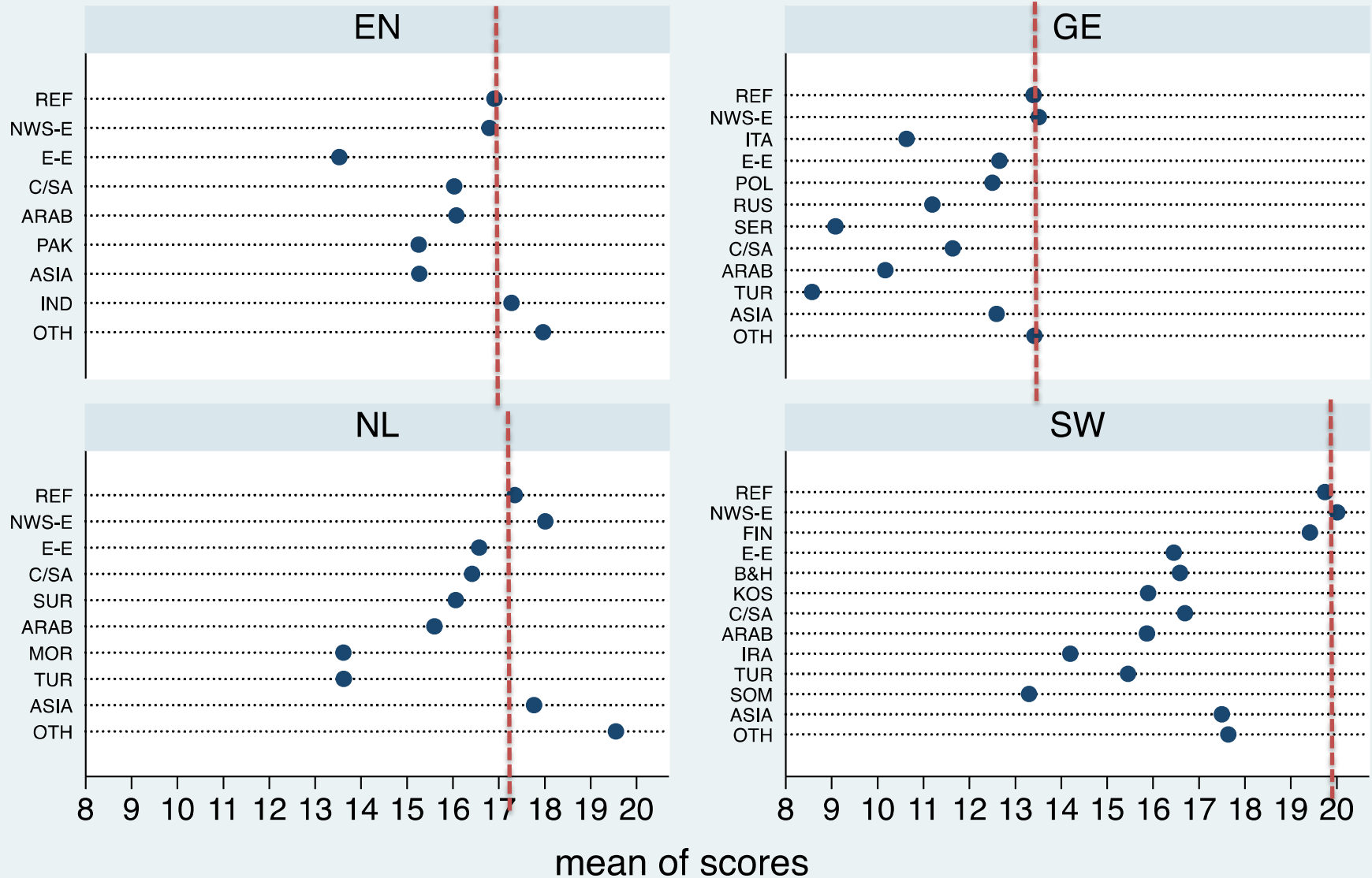
Graphs by country of survey

Standardized language test scores
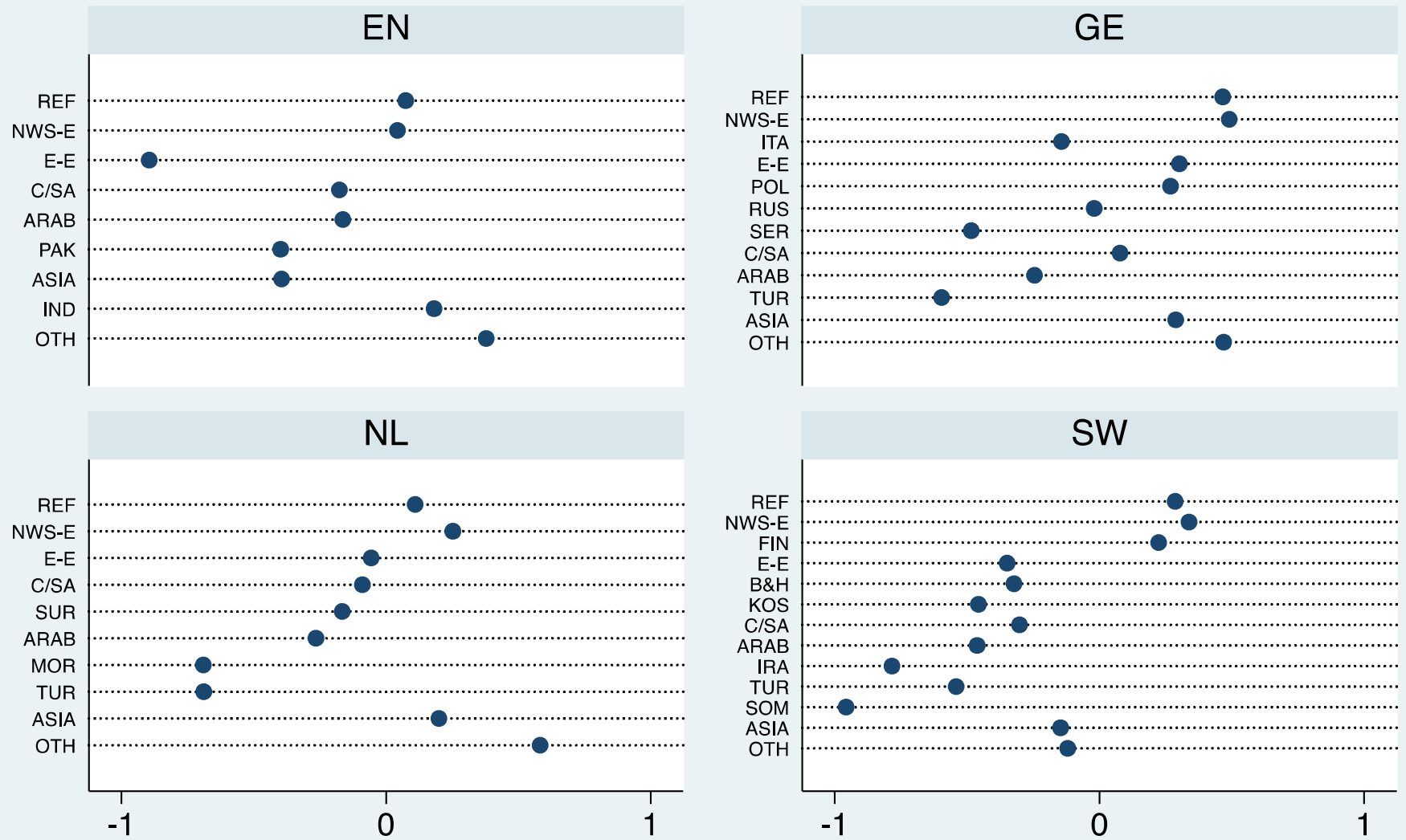
mean of slang

standardized without weights; group means design-weighted

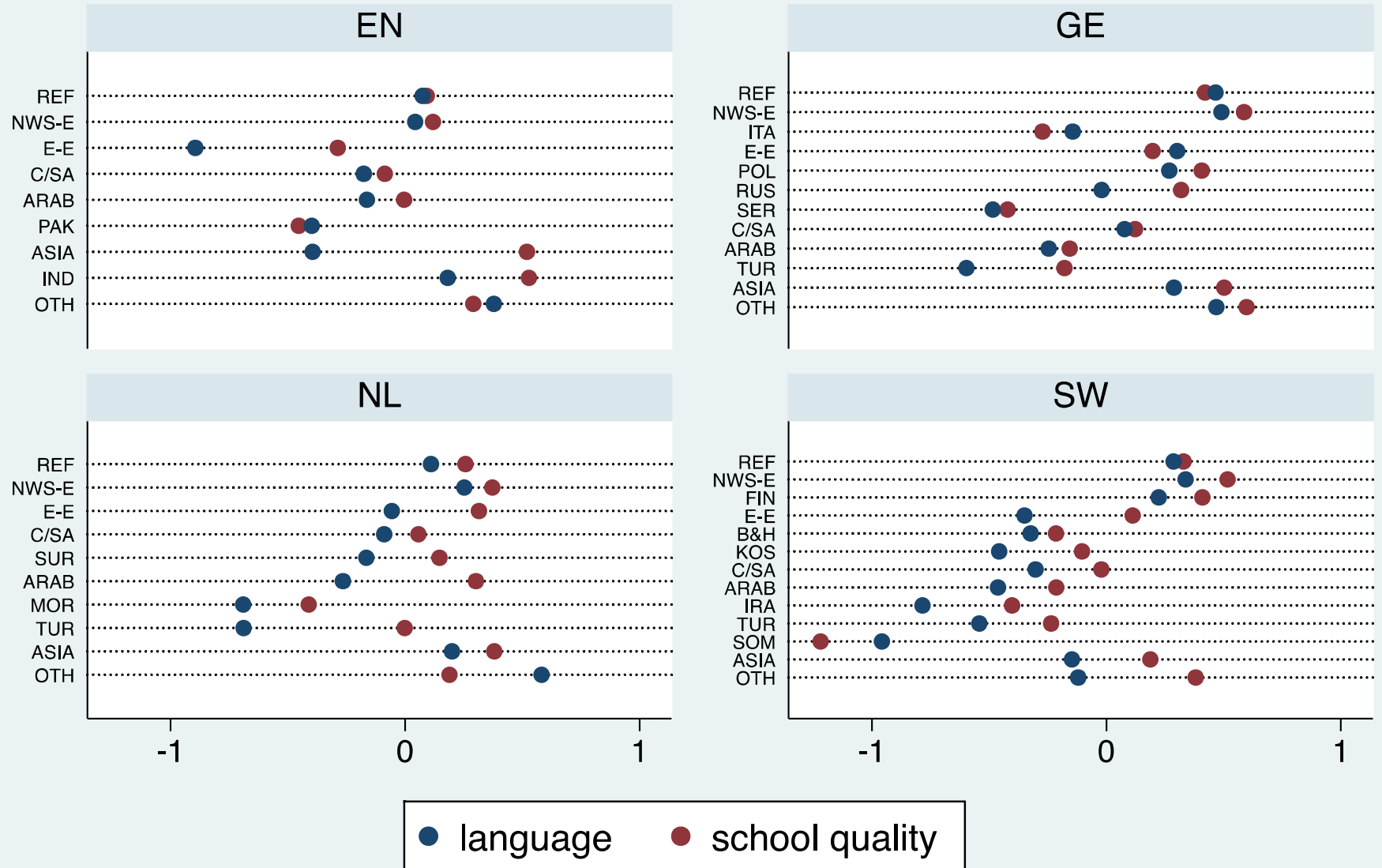# structural

1.

☐ a ☐ b ☐ c ☐ d ☐ e

904

12.

☐ a ☐ b ☐ c ☐ d ☐ e

915

School types in Germany

	Cognitive ability test scores (mean)
Lower secondary school	17.2
School combining several tracks	18.5
Intermediate secondary school	19.7
Comprehensive school	18.6
Upper secondary school	21.6
School for special needs	13.1
Rudolf-Steiner school	21.3

Standardized integration indicators

standardized without weights; reported means design-weighted

84 Thinking now about all of your friends. How many of them have...
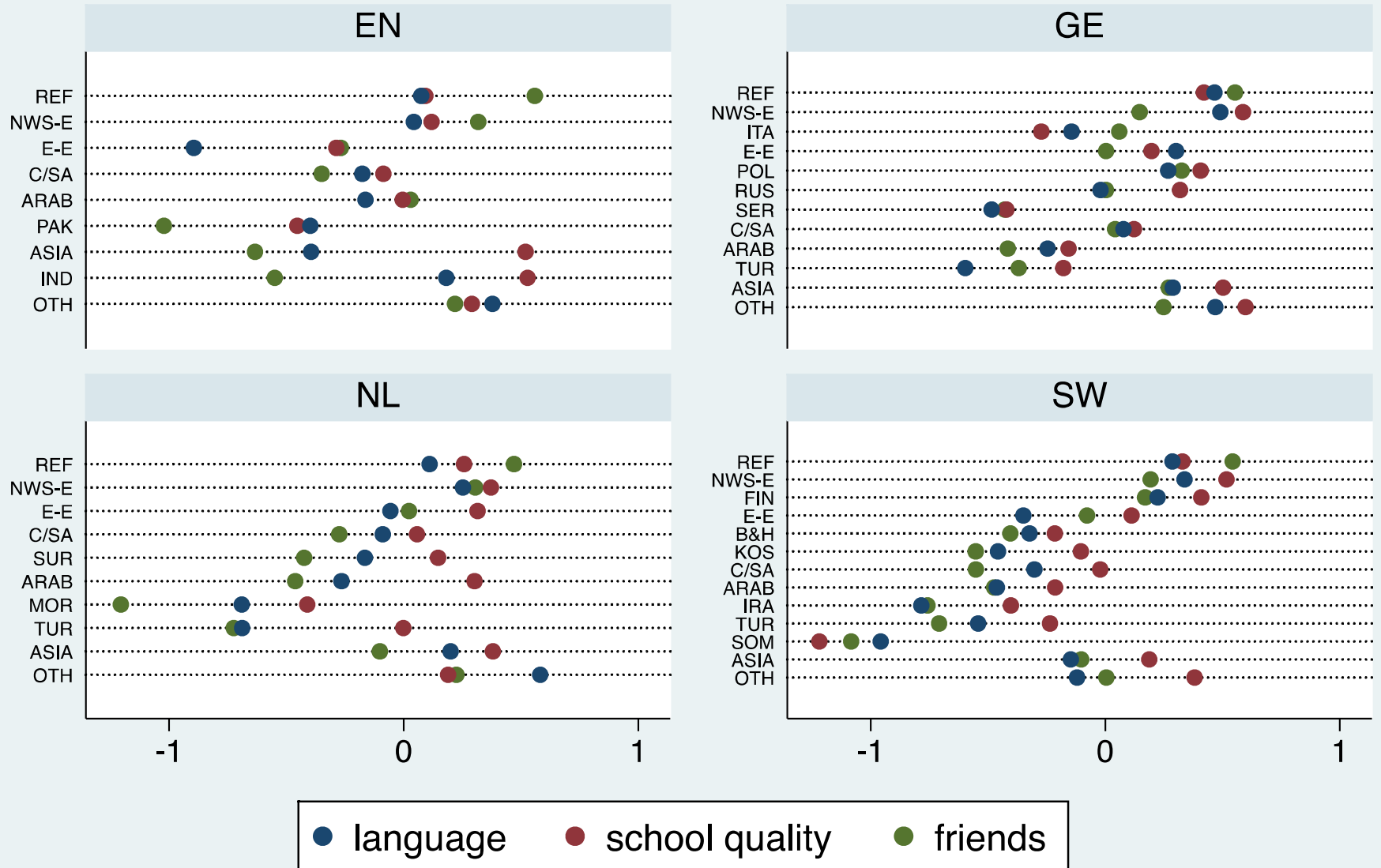(Please tick a box for every group.)

	Almost all or all	A lot	About half	A few	None of very few
... a <survey country> background?	☐	☐	☐	☐	☐
... a <country 1> background?	☐	☐	☐	☐	☐
... a <country 2> background?	☐	☐	☐	☐	☐
... a <country 3> background?	☐	☐	☐	☐	☐
... another background?	☐	☐	☐	☐	☐

social

66 How strongly do you feel <survey country member>?

Very strongly	☐
Fairly strongly	☐
Not very strongly	☐
Not at all strongly	☐

emotional

26

Standardized integration indicators

standardized without weights; reported means design-weighted

Standardized integration indicators
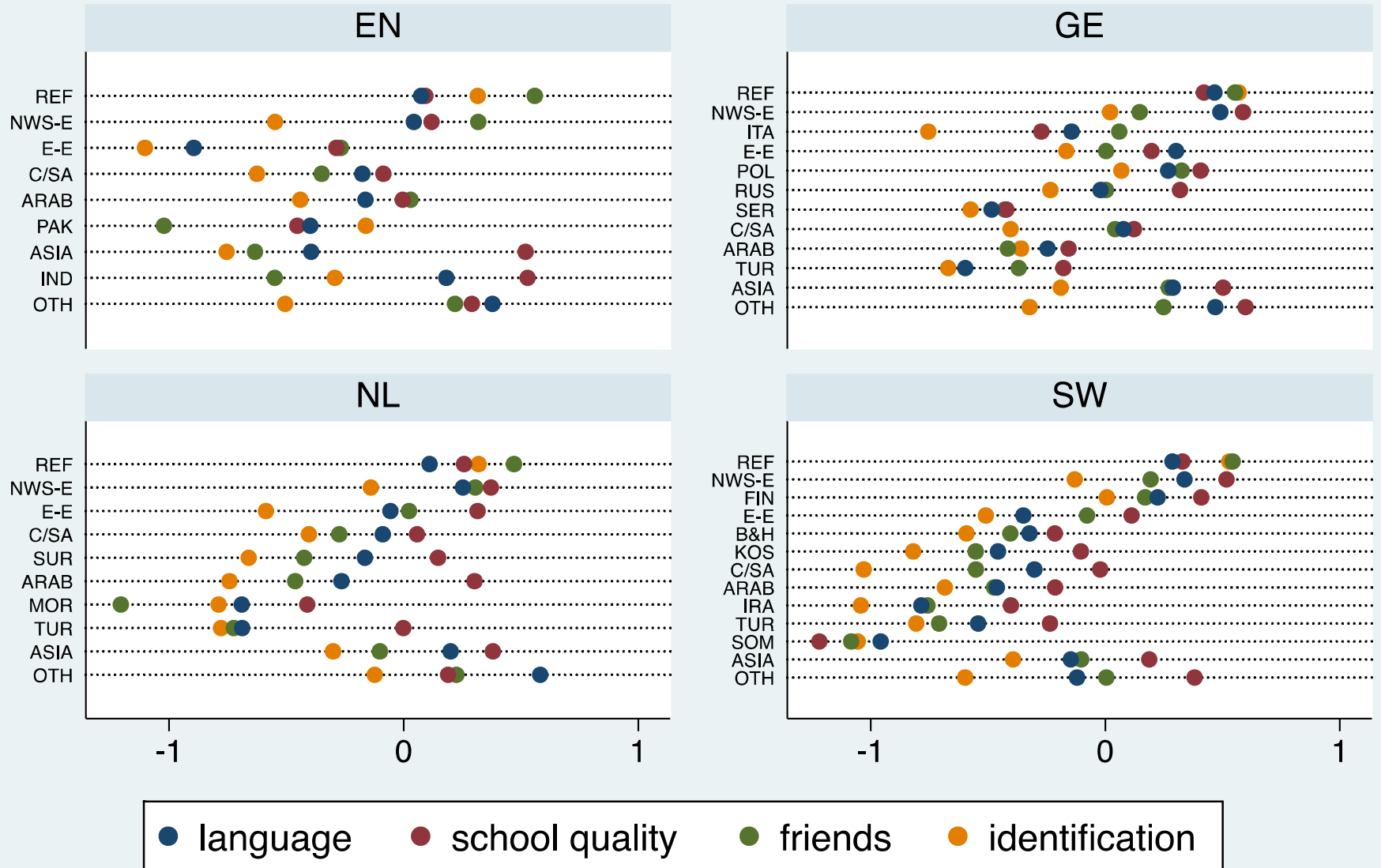
standardized without weights; reported means design-weighted

Summary I (on descriptive findings)

- Many (10), but by far not all (24) patterns are existent
- Seeming variety stems from occasional deviations from two variants of a standard pattern
  - emotional < social < language < structural (17/40)
  - emotional < language < social < structural (10/40)

- ! Caution in interpretation
  - methodologically not really sound
  - very selective indicators
- = only first „path thru the jungle"
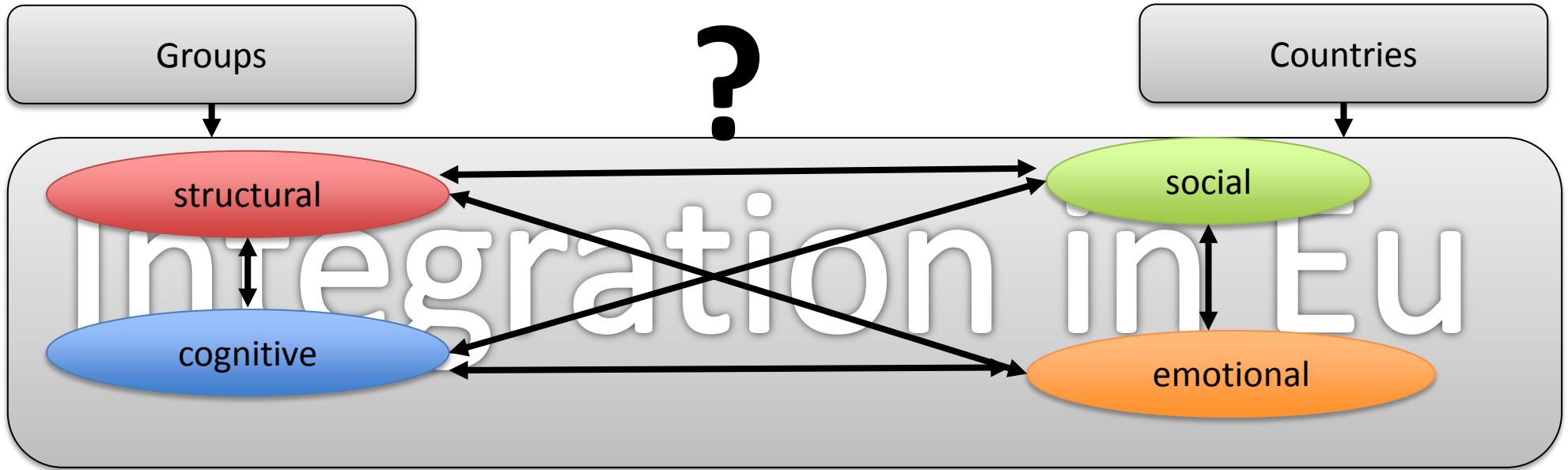
Longitudinal information

	England	Germany	Netherlands	Sweden	Total
Wave 1	4,315	5,013	4,363	5,025	18,716
Wave 2	3,389	4,256	3,614	4,531	15,790
Wave 3	2,284	3,427	2,691	2,768	11,170
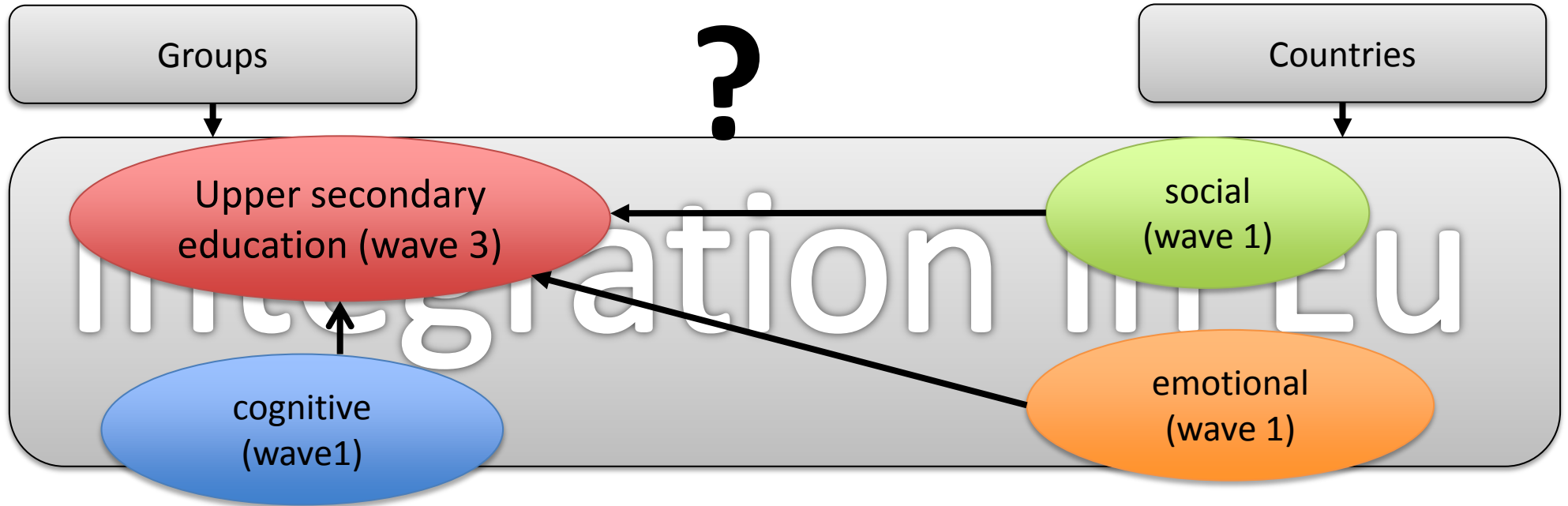
! Very, very preliminary !

Upper secondary education in wave 3

mean of upper1_sec

not weighted

Upper secondary education in wave 3

EN / GE / NL / SW panels showing gross and 2nd generation values by origin group.

not weighted

Upper secondary education in wave 3

Legend: gross (blue), 2nd generation (red), + mean ses (green)

not weighted

Upper secondary education in wave 3

Standardized effects on being in upper secondary education in wave 3

	England	Germany	Netherlands	Sweden
Education parent (4 categories)	n.s.	.19 * „univ." vs. „< primary"	n.s.	n.s.
ISEI parent	.05 ***	.07 ***	.09 ***	.07 ***
Language test in wave 1	.16 ***	.18 ***	.20 ***	.15 ***
Identification in wave 1	-.01	.00	.01	.00
Native friends in wave 1	-.02	.01	.02	-.01

legend: * p<0.05; ** p<0.01; *** p<0.001

Summary II

"same old story" ?
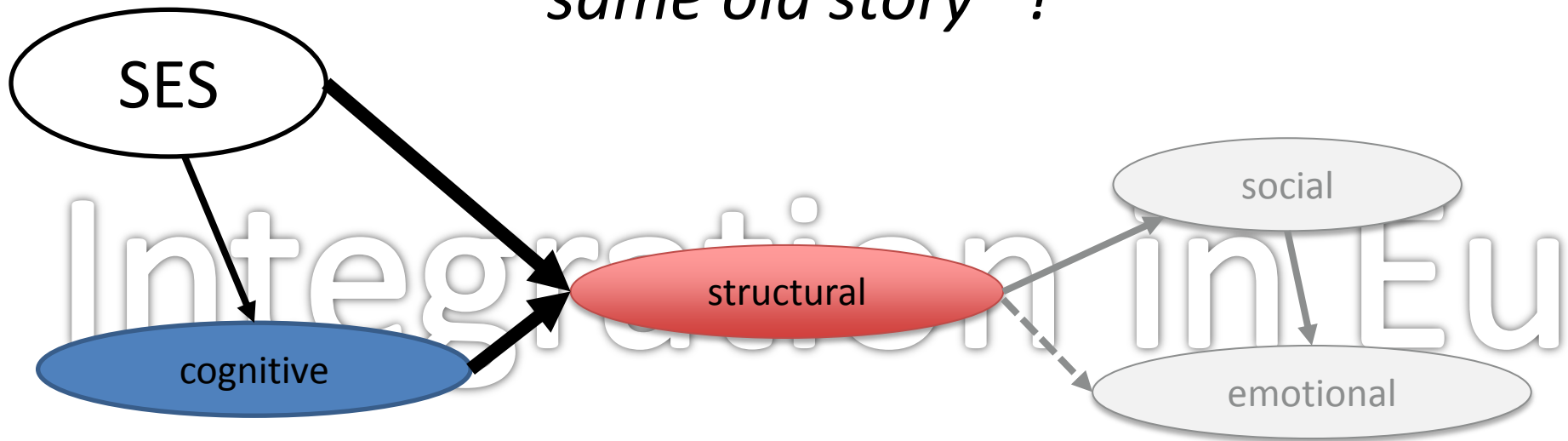
The End

cils4.eu

Language test by type of migration background

Standardized language test scores

arrived age 11 or older

arrived age 6-10

arrived age 5 or younger

native born, both parents foreig

child of import marriage

child of intermarriage

some migration background

no (strong) migration background

-1   0   1

ENG   GER   NET   SWE
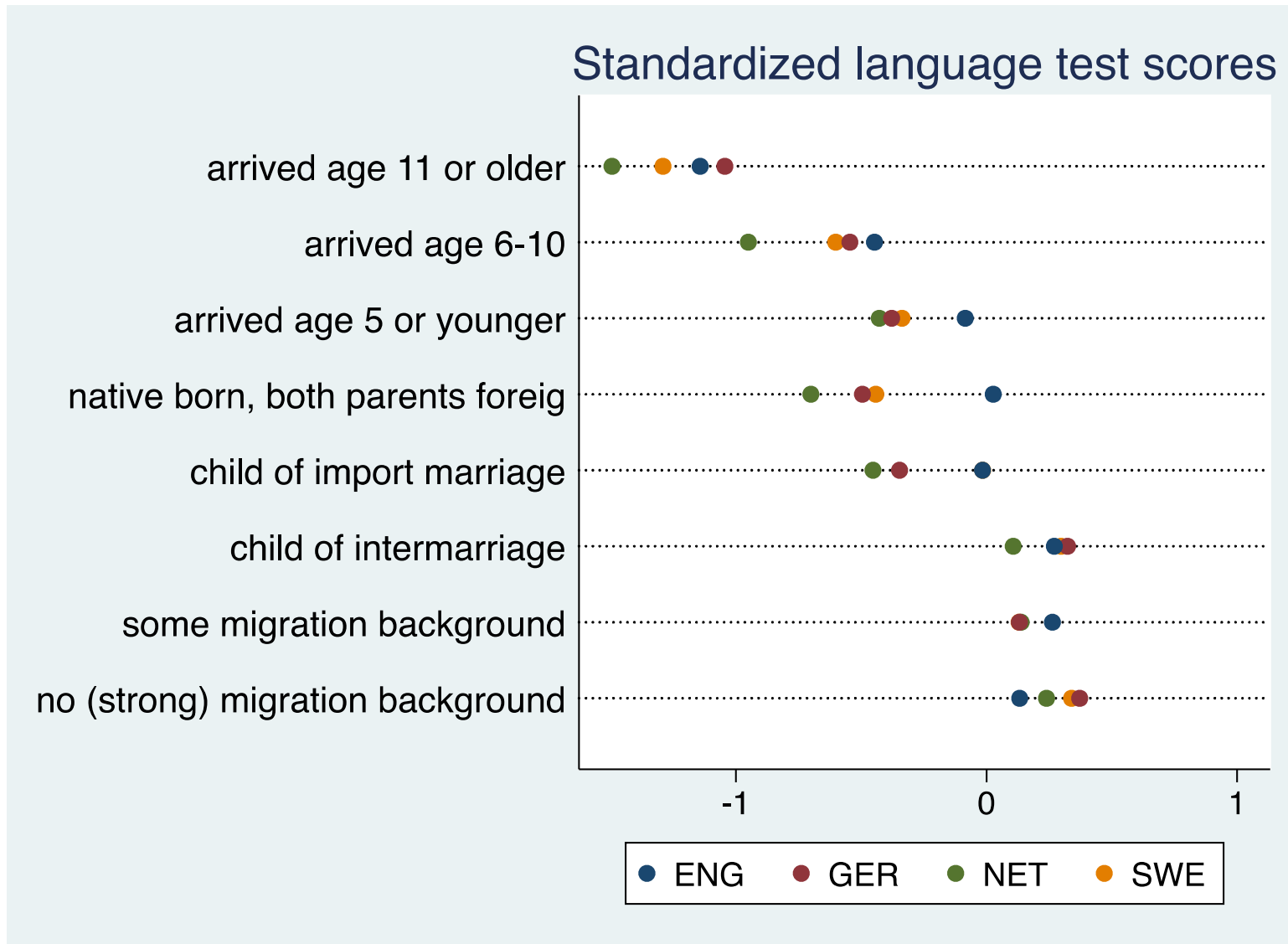
Differences in language test scores
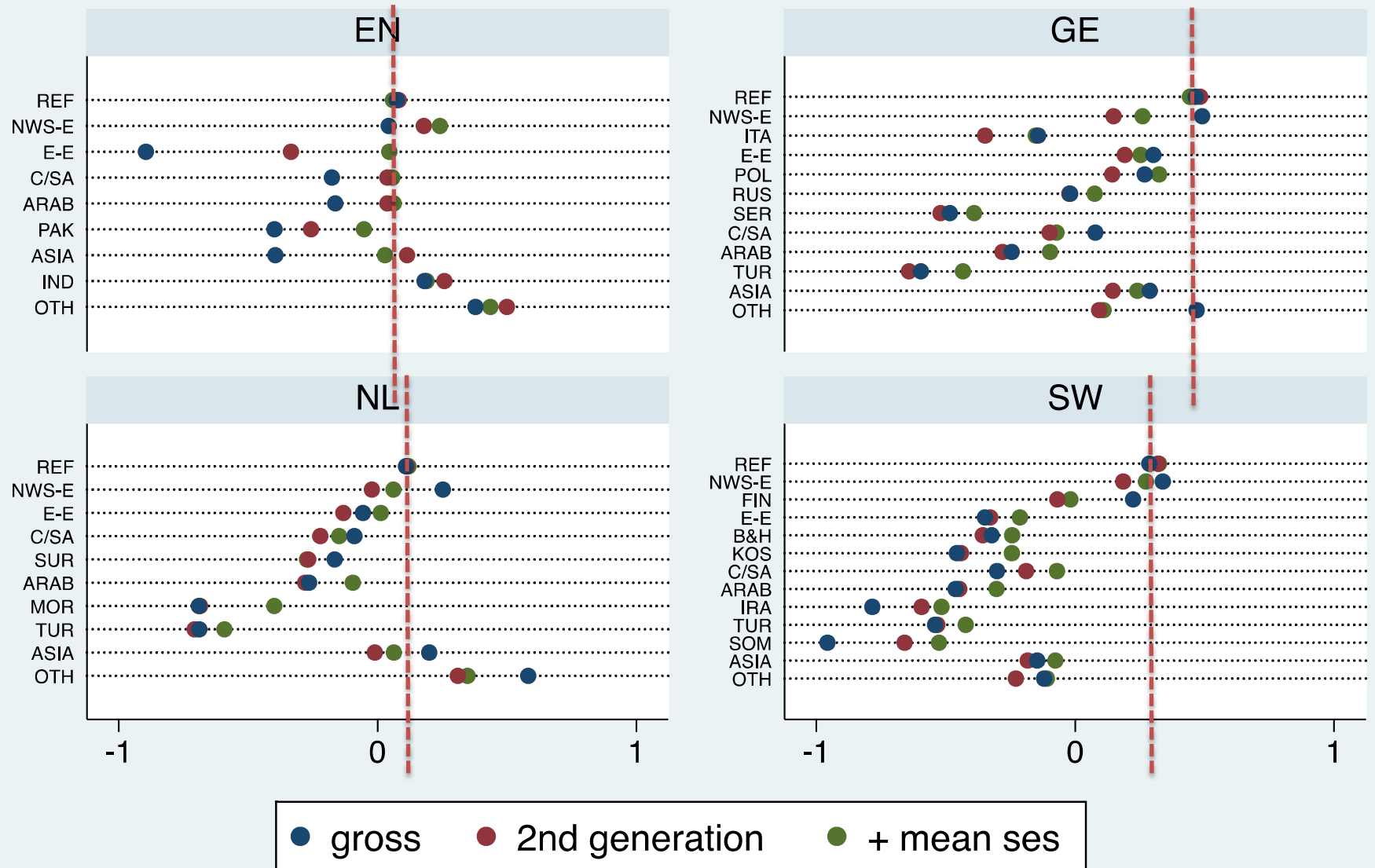
standardized without weights; reported means design-weighted

Upper secondary education in wave 3
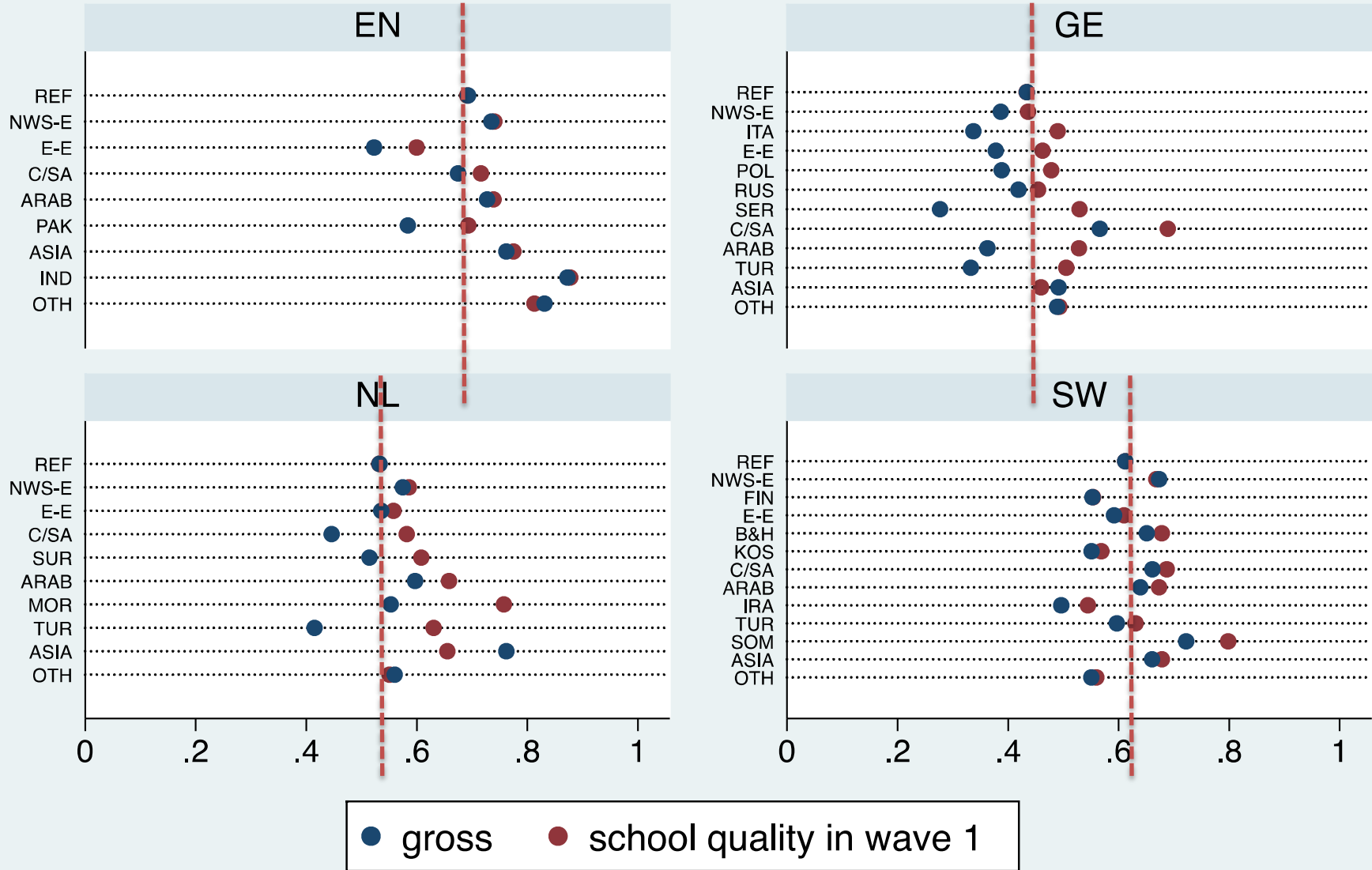
not weighted

Further features and perspectives

Longitudinal design

	England	Germany	Netherlands	Sweden	Total
Gross	5,199	6,196	4,790	5,834	22,019
Wave 1	4,315	5,013	4,363	5,025	18,716
Wave 2	3,389	4,256	3,614	4,531	15,790
Wave 3	2,284	3,427	2,691	2,768	11,170
000	799	1,071	186	386	2,442
001	0	2	8	0	10
010	28	51	115	257	451
011	57	59	118	166	400
100	1,011	761	679	539	2,990
101	0	106	303	378	787
110	1,077	886	1,119	1,884	4,966
111	2,227	3,260	2,262	2,224	9,973

Children of Immigrants Longitudinal Survey in Four European Countries

Survey content

Core modules – Wave 1-3

| Cognitive-cultural integration | Structural integration | Social integration | Emotional-cultural integration |

Thematic modules

Wave 1
- Socio-demography and migration
- Ego-centric networks
- Classroom networks
- Achievement tests

Wave 2
- Current situation and transitions
- Classroom networks (for those being surveyed in school)

Wave 3
- Current situation and transitions
- Ego-centric networks

Example (L. Leszczensky)

Table 1.4: *Coefficients from First-Difference Models with Lagged Independent Variables Predicting National Identification (Robust Standard Errors in Parentheses)*

	Turks	SEU/FYU	Ethnic Germans	Total
Native friends	−.048	.071	.215*	.020
	(.061)	(.099)	(.090)	(.045)
Ethnic identification	.187[+]	.280	.213	.192*
	(.111)	(.191)	(.156)	(.083)
Host language proficiency	−.190	.017	.211	−.072
	(.123)	(.168)	(.163)	(.089)
Age	.006	.014	.009	.008*
	(.004)	(.008)	(.006)	(.003)
N	168	65	61	294

[+] $p < 0.10$ * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.
SEU/FYU = Southern European and former Yugoslavia.
Source: Children of Immigrants Longitudinal Study in Four European Countries.

Network Data:
More appropriate measures

4012703201

What social integration really means...

A „Swedish" classroom in CILS4EU:

3 Ethiopia, 3 Iraq,
3 Poland, 2 Afganistan,
2 Bolivia, 2 Bosnia + Herz.
2 Turkey,
2 Chile, 2 Pakistan
1 Bangladesh, Bulgaria,
Gambia, India, Cote d'Ivoire,
Peru, Romania, Serbia,
Syrian Arab Republic,
Uganda, USA

Diversity: .93
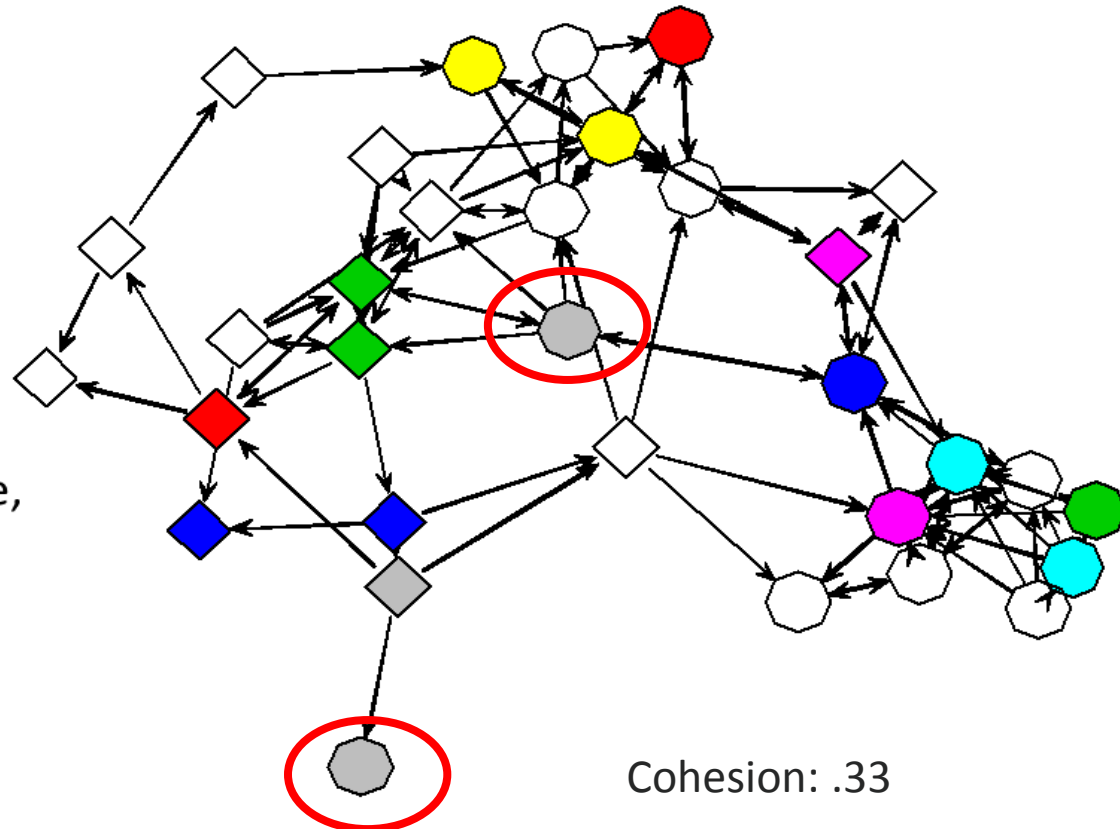
Cohesion: .33

Comparative Representative Network data:
Fresh look at 'old' questions - Ethnic Diversity and Cohesion
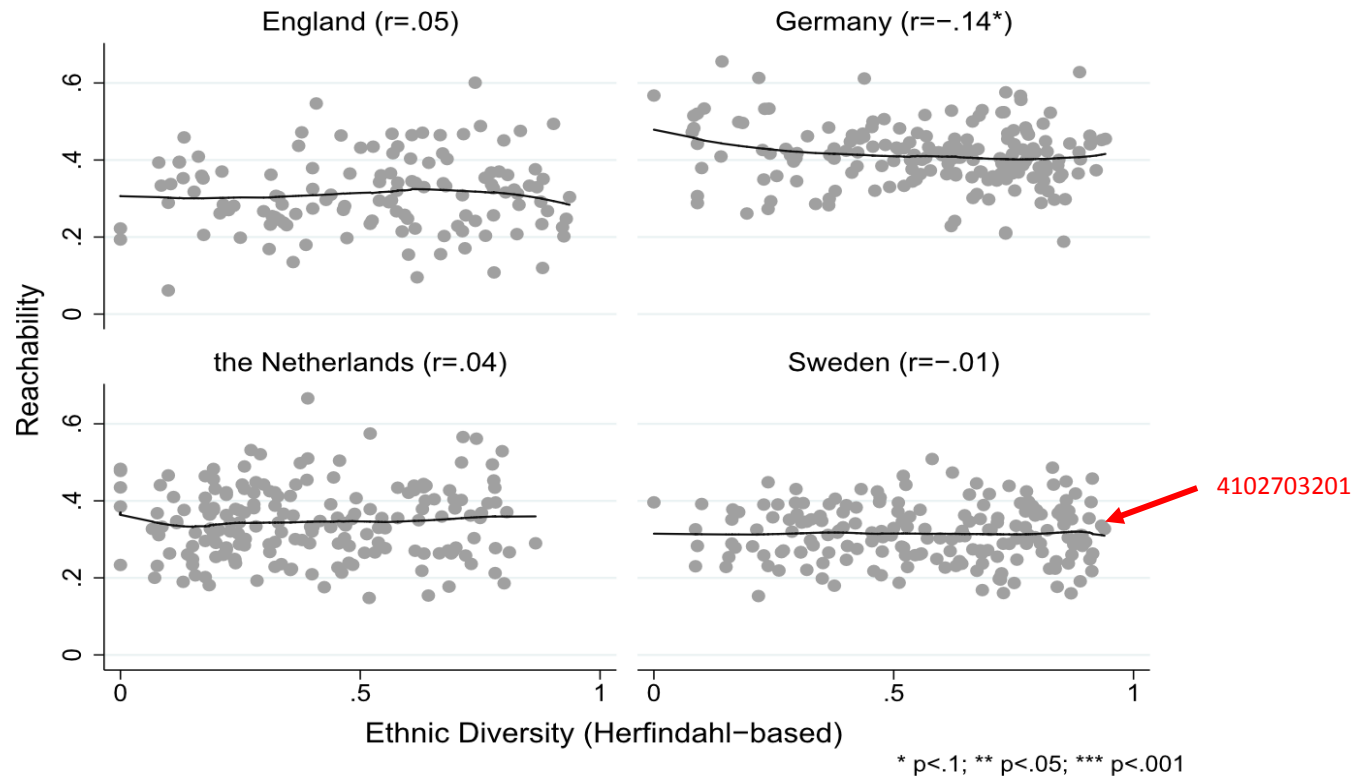
Kalter and Kruse (2015)

Wave 1
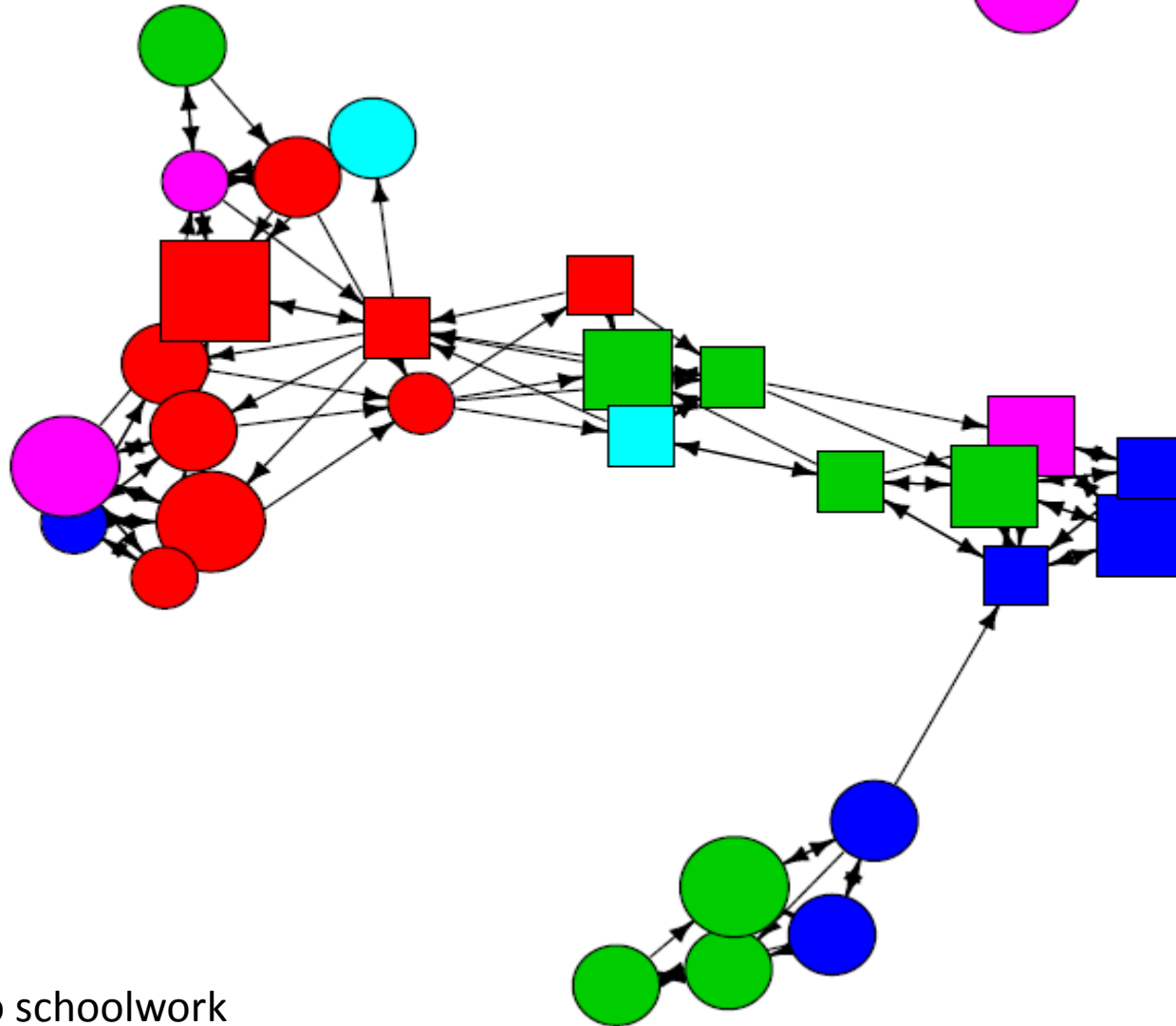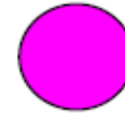
Germany
Turkey
Italy
FSU
Other

□ boy; ○ girl
size: effort into schoolwork

Wave 2
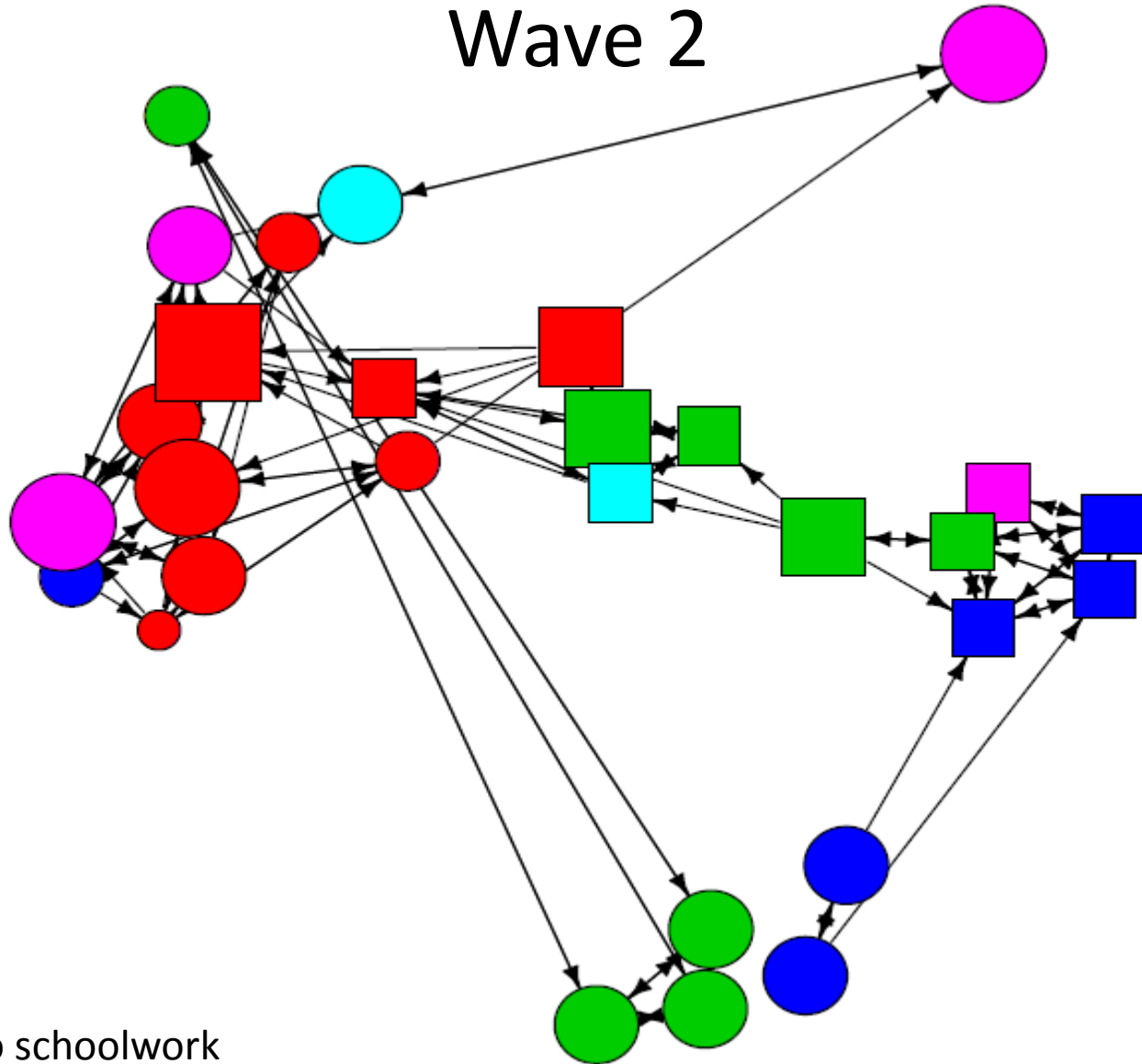
Germany
Turkey
Italy
FSU
Other

□ boy; ◯ girl
size: effort into schoolwork

Comparative Representative **Panel** Network Data:
Key question - Selection or influence?
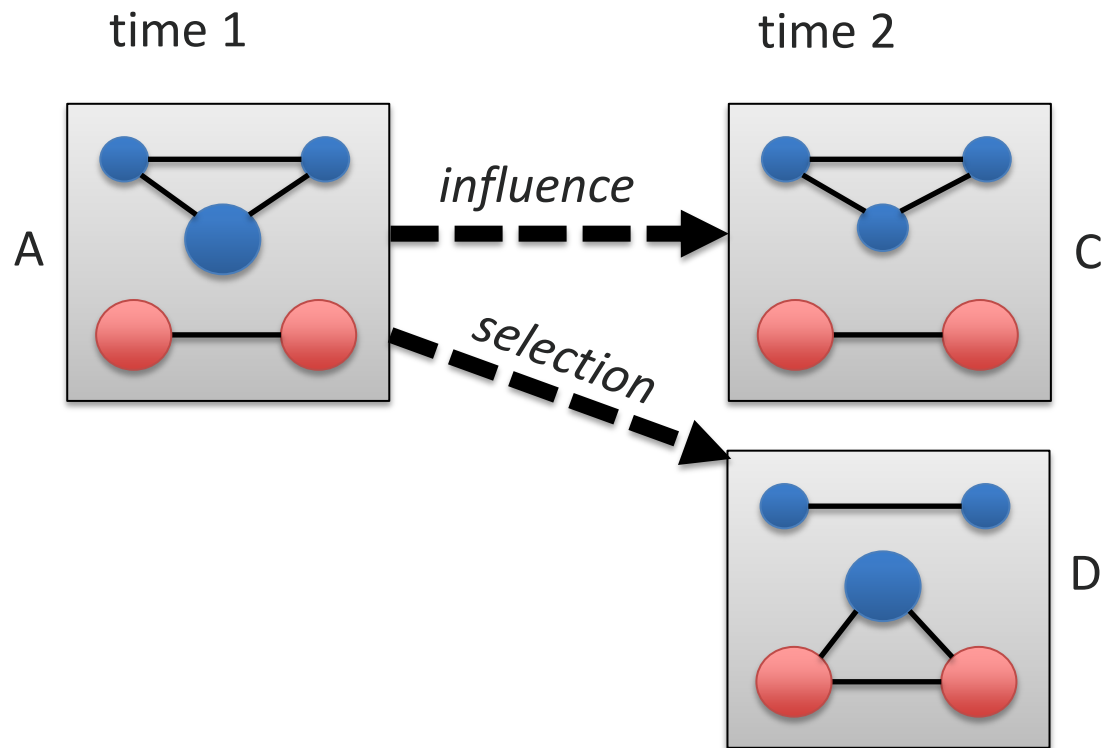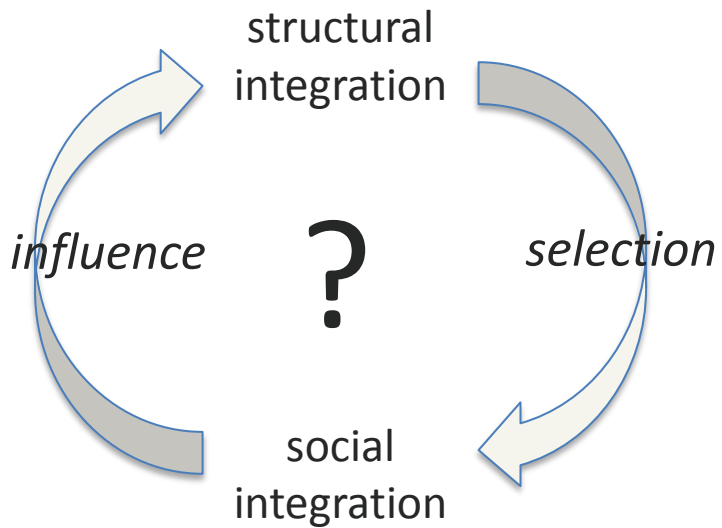
Co-evolution of networks and behaviour
Stochastic actor-based models (Snjiders et al.)

```
Estimates, standard errors and convergence t-ratios


                                             Estimate    Standard Convergence
Error        t-ratio
Network Dynamics
   1. basic rate parameter friendship          6.7980   ( 1.1456 )   -0.0253
   2. outdegree (density)                      -3.6907   ( 0.5816 )    0.0452
   3. reciprocity                               2.6082   ( 0.6129 )   -0.0008
   4. transitive triplets                       0.5253   ( 0.1796 )   -0.0238
   5. 3-cycles                                 -0.4621   ( 0.3802 )   -0.0398
   6. both German                               0.9871   ( 0.3705 )    0.0343
   7. both Turkish                              1.1794   ( 0.4066 )    0.0170
   8. both Italian                              1.4397   ( 0.5914 )    0.0909
   9. male alter                                0.1640   ( 0.4347 )   -0.0216
  10. male ego                                 -0.2634   ( 0.4138 )    0.0022
  11. same sex                                  1.2126   ( 0.3721 )    0.0144
  12. effort alter                              0.8062   ( 0.4545 )    0.0303
  13. effort ego                               -0.6433   ( 0.5449 )    0.0308
  14. effort similarity                         1.0564   ( 1.2991 )   -0.0337

Behavior Dynamics
  15. rate effort period 1                      1.0824   ( 0.4196 )    0.0173
  16. behavior effort linear shape             -0.6174   ( 0.6919 )    0.0011
  17. behavior effort quadratic shape           0.2166   ( 0.6701 )    0.0349
  18. behavior effort average similarity        7.7264   ( 6.3964 )   -0.0246
```

Note: Only ONE SINGLE classroom! – we have some hundreds more...

Longitudinal design

	England	Germany	Netherlands	Sweden	Total
Gross	5,199	6,196	4,790	5,834	22,019
Wave 1	4,315	5,013	4,363	5,025	18,716
Wave 2	3,389	4,256	3,614	4,531	15,790
Wave 3	2,284	3,427	2,691	2,768	11,170
Wave 4		X	X		
Wave 5		X	X		
Wave 6	?	(X)		?	
Wave 7 - ...	?	?!	?	?	

Children of Immigrants Longitudinal
Survey in Four European Countries

Backup

Response rates

	England	Germany	Netherlands	Sweden
school level				
- sampled schools	14.7%	52.7%	34.9%	75.4%
- after 2 replacements	37.4%	90.4%	68.8%	--
- mean number of replacements	2.7	0.8	2.0	0
class level	100%	99.6%	94.5%	98.8%
student level	80.5%	80.9%	91.1%	86.1%
teacher level	85.0%	91.5%	85.6%	86.1%
parent level	36.8%	78.0%	74.4%	58.8%

Children of Immigrants Longitudinal Survey in Four European Countries

```
1 . table grouplevx wave3 country, c(mean y1_cot_sum) format(%6.1f)
```

| | country of survey and wave3 | | | | | | | |
| | —— EN —— | | —— GE —— | | —— NL —— | | —— SW —— | |
grouplevx	0	1	0	1	0	1	0	1
REF	18.0	19.4	18.8	20.0	18.8	20.3	17.9	18.9
NWS-E	17.6	19.8	17.9	20.0	17.7	19.6	17.7	18.8
FIN							18.1	18.1
ITA			17.6	18.2				
E-E	16.5	18.9	17.7	19.0	17.6	20.3	16.3	18.2
B&H							14.5	17.9
KOS							14.4	16.2
POL			19.3	18.9				
RUS			18.5	19.8				
SER			15.5	16.0				
C/SA	16.8	18.0	16.3	18.4	16.8	19.0	14.0	16.4
SUR					18.0	19.0		
ARAB	16.9	18.8	17.3	18.0	17.1	19.2	15.3	16.7
IRA							14.6	15.2
MOR					17.4	18.4		
PAK	16.6	17.7						
TUR			17.4	18.2	17.4	18.5	15.4	17.1
SOM							11.1	13.6
ASIA	20.1	19.7	17.8	20.3	18.7	20.8	17.9	18.3
IND	20.1	19.1						
OTH	18.9	19.7	17.8	19.2	20.5	19.7	16.5	18.4

Children of Immigrants Longitudinal
Survey in Four European Countries