

Who chooses Higher Education? Ethnic Inequality in Educational Decisions among Secondary School Students

Project:

Immigrants` Children in the German and Israeli Educational Systems

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Outline

1 Structural Position of Immigrants in the German Educational System

1.1 Immigrants in the German Educational System

1.2 Students of Secondary School (Hauptschule) in the Educational System

2. Our Project

2.1 Immigrant Groups

2.2 Sample and Sampling Method

3. Educational Decisions among High-School Students (Hauptschüler)

3.1 Who invests in Higher Education? - Transitions

3.2 Who invests in Higher Education? - Example DJI

3.3 Theoretical Background

1.1 Immigrants in the German Educational System (1)

In General:

Immigrants` children are less successful in the German school system than their counterparts without any migration background.

Primary School:

- ⇒ inferior academic achievement of immigrants (IGLU)
- ⇒ receive more frequently recommendation for „Hauptschule“ than „German“ students

Secondary School:

- ⇒ inferior academic achievement of immigrants (PISA)
- ⇒ under represented in „Gymnasium“ ⇒ proportion of immigrants with high school diploma „Abitur“ also lower
(Big difference between ethnic groups: students with Greek ancestry well represented)

1.2 Immigrants in Educational System (2)

Students in the Vocational Training Market

Situation of students (high school low level = “Hauptschüler”):

- ⇒ strong competition in vocational training market because of (1) lack of training places and (2) students with higher qualifications (Realschüler, Abiturienten)
- ⇒ Many occupations require a higher diploma (e.g. assistant of a lawyer)

Transition to Vocational Training:

- ⇒ Immigrants in vocational training (Duale Ausbildung) under represented
2004: proportion of foreign students in vocational training is 25% (ref. Group „Germans“ 59% (BBB 2006).
- ⇒ also: proportions of Immigrants in vocational training program higher
32% with Mig., 22% without Mig. (DJI 2005)
- ⇒ proportions of unemployment after high school higher
unemployed or part time working after transition: 21% with Mig. 15% without Mig. (Granato 2005)

Differences between Immigrant groups?

2.1 Project: Immigrant Groups in Germany



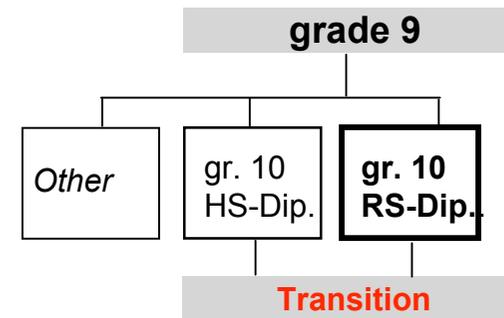
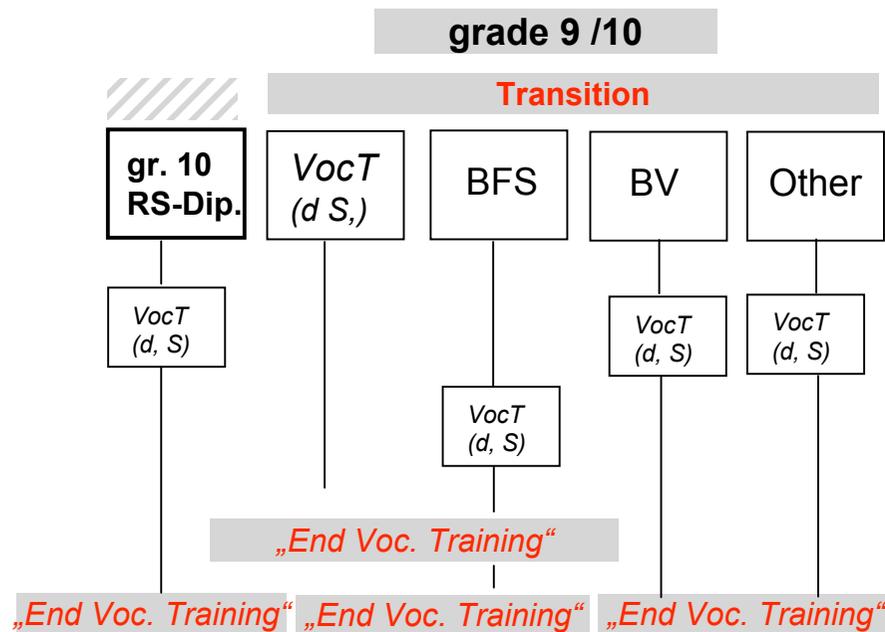
4 Groups:

1. Students from the **former Soviet Union: Aussiedler/Spätaussiedler** (ethnic Germans)
2. Students of **Turkish origin**
3. Students **without migration background (Ref.)**
4. **Jewish Immigrants from the Former Soviet Union** (Kontingentflüchtlinge)

Why did we select these immigrant groups?

- ⇒ Ethnic Germans are very large immigrant group in Germany and because they receive German citizenship on arrival they are not included in any research on foreigners!
- ⇒ „Turks“: biggest disadvantage for this immigrant group in Germany: why?
- ⇒ comparison with Israel: Immigrants from the former Soviet Union are also in the sample in Israel: they share common cultural *context*

3.1 Transitions of High School Students (1) Transitions



- ⇒ *Who invests in RS diploma?*
- ⇒ Ethnic inequalities in investment?
- ⇒ Influencing factors / mechanisms accounting for ethnic inequality

3.2 Transitions of High School Students (2) Example of DJI Study

Example: DJI: Status Quo at the end of „Hauptschule“ (N=1617) vs. (* Plan b.T.)

<i>Status after 1. Transition (in %)</i>	German	Aussiedler	Turks
Vocational Training	35 (52)*	20 (48)	18 (19)
Further Schooling	29	38	38
Vocational Training Programm	22	32	32
No job / no training	10	6	8

2. year after transition:

- ⇒ Germans school : 53% stay in school (28% change into vocational training)
- ⇒ Aussiedler school: 53% stay in school (26% change into vocational training)
- ⇒ **Turks** school : **74% stay in school** (11% change into vocational training)

⇒ ***Turks: are they discriminated against or less interested in vocational training?
Do they investment in a higher diploma (Realschulabschluss?)***

3.3 Theoretical Background

Models of Educational Decisions

Resource- Investment-Approach:

- ⇒ Individuals compare different options
- ⇒ decision under uncertainty
- ⇒ Individuals „calculate“: utility (U), Costs (C), probability of success (p)

Models of Educational Decisions:

(cp. Boudon, Erikson & Jonnson, Breen & Goldthorpe, Esser)

- ⇒ all models use the parameters: u, c, p
- ⇒ one simple model is the one of Erikson/ Jonnson: $U = pB - C$
- ⇒ further implementations in other models are: SA (motive of status attainment)

Ethnic Inequality in Educational Decisions:

- ⇒ Any systematic differences between Aussiedler and Turks regarding the evaluation of the Benefit of the alternatives (B)?
- ⇒ Resources?: (networks [SC], cultural capital, psychological characteristics)

Thank you for listening!

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1.3 Project: Design and Transitions

