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
2.2 Project: sample and sampling procedure

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>wave 1</th>
<th>wave 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>„Germans“</td>
<td>200</td>
<td>students &amp; parents (f2f)</td>
<td>Students (CATI)</td>
</tr>
<tr>
<td>Aussiedler</td>
<td>200</td>
<td>students &amp; parents (f2f)</td>
<td>Students (CATI)</td>
</tr>
<tr>
<td>Turks</td>
<td>200</td>
<td>students &amp; parents (f2f)</td>
<td>Students (CATI)</td>
</tr>
<tr>
<td></td>
<td>600</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sampling via schools not possible: How to find the students then?

Sampling procedure: Multi-Frame-sampling

1. 14 cities
2. cohorts registry office
3. match telephone numbers
4. CATI Screening
   - G (-)  D (+)
   - A (-)  A (+)
   - T (-)  T (+)
5a. schools (5c)
   - (5b) letter
   - Snowball sampling: (5d) recommendations of participants
3.1 Transitions of High School Students (1)

Transitions

<table>
<thead>
<tr>
<th>Grade 9/10 Transition</th>
<th>Grade 9 Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gr. 10 RS-Dip.</strong></td>
<td><strong>Other</strong></td>
</tr>
<tr>
<td>VocT (d, S)</td>
<td></td>
</tr>
<tr>
<td>BFS</td>
<td></td>
</tr>
<tr>
<td>BV</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

- **End Voc. Training**
- **End Voc. Training**
- **End Voc. Training**

**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.)

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

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

Primary School
4th grade (age: 9-10)

Transition 1

Hauptschule*  
9th grade (age: 15-17)

Realschule*  
Gymnasium  
Gesamtschule

Transition 2a

vocational  
academic

Transition 2b

10th grade (age: 16-18)

vocational  
academic

* including students from Gesamtschule