

A3.1 Children of Immigrants Longitudinal Survey in Four European Countries (CILS4EU)



Directors/ Frank Kalter, Irena Kogan, Clemens Kroneberg, Anthony Heath, Miles Hewstone, Jan O. Jonsson, Matthijs Kalmijn, Frank van Tubergen

Researchers/ Jörg Dollmann, Konstanze Jacob, Zerrin Salikutluk, Hanno Kruse, Andreas Horr + Externals

Funding/ NORFACE



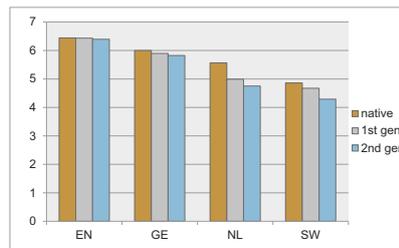
Contribution

The project focuses on the intergenerational integration of children of immigrants in four selected European countries: England, Germany, the Netherlands, and Sweden. It is the first comprehensive and fully-standardised panel study of this topic in Europe.

- CILS4EU collects representative data that is
- strictly **comparative**, including
 - **comprehensive** measures allowing for an
 - **intergenerational** perspective, in order to study
 - integration as a **two sided** and
 - **longitudinal** process.

In addition to the project team's own substantive research contributions, all data will be made **available to the international research community** as scientific use files.

Potential for Innovative Research Strands



Note: Well-being index combines psychological and somatic complaints (min: 0, max: 18; higher scores indicate worse well-being).

The new immigrant health paradox: mental well-being from a comparative perspective

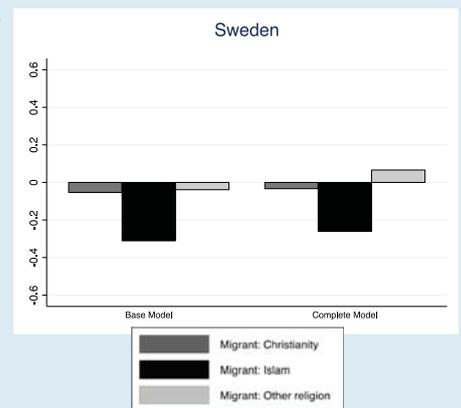
In an analysis of cross-group and cross-country differences in the mental well-being of immigrants, advantage can be taken of the data's **comparative** potential as well as **comprehensive measures** on health and psychological well-being. The results support the so-called immigrant health paradox, the fact that immigrants and their descendants usually report systematically higher well-being than the majority population. Besides group differences, country differences in overall mental well-being can be observed that suggest a slightly positive role of welfare state commitment, with Sweden at the top of the ranking, followed by the Netherlands, Germany, and England.

Research Design

- Target population: children with and without immigrant background at age 14, their parents and teachers.
- Three annual waves starting in 2010.
- Stratified school-based sample approach in all countries.
- Oversampling of schools with high immigrant proportions.
- Adjusting for national specificities (e.g. tracks, regions).
- Comparative and representative data.

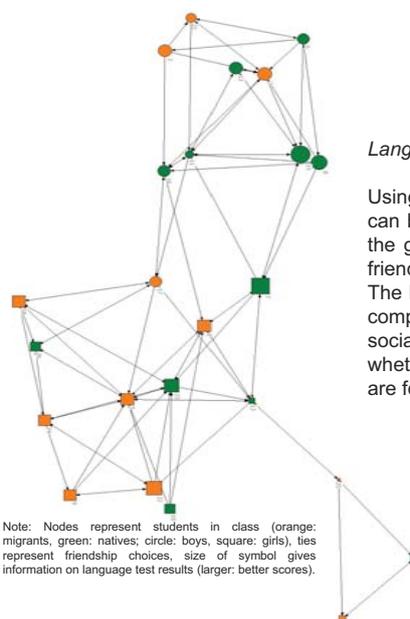
Intergenerational change in religious salience among immigrant families in four European countries

Unlike other studies that make comparisons between first and second generation immigrants only, the CILS4EU data allow investigating **intergenerational transmission processes** by analysing parent-child dyads, which enables researchers to identify the patterns of intergenerational change or stability. The graph on the right-hand side demonstrates considerable stability of religiosity in Muslim immigrant families in Sweden, which contrasts with a clear trend of secularisation in Christian immigrants, for whom the importance of religion declines between generations and shifts towards the level of religiosity typical of the majority population in the respective survey country. This finding is consistent between the different countries.



Note: AME for likelihood of intergenerational decrease vs. intergenerational stability in religious salience compared to native Christians (reference category); base model controls for parents' religious salience and sex; complete model additionally controls for cognitive-structural and social assimilation.

		EN	GE	NL	SW	Total
W1	Schools	107	144	100	129	480
	Classes	214	271	222	251	958
	Teachers	182	248	190	216	836
	Parents	1,588	3,909	3,248	2,456	11,201
	Students	4,315	5,013	4,363	5,025	18,716
	Immigrants	2,045	2,476	1,481	2,455	8,457
W2	Students	3,304	4,146	3,340	4,127	14,917
	Immigrants	1,629	1,988	1,053	1,953	6,623
W3	Data collection ongoing					
...						
Proposals for national extensions in preparation/submitted						



Note: Nodes represent students in class (orange: migrants, green: natives; circle: boys, square: girls), ties represent friendship choices, size of symbol gives information on language test results (larger: better scores).

Language proficiency and friendship choices

Using the data on complete classroom networks, integration can be studied as a **two-sided** process. As can be seen from the graph on the left-hand side, next to gender and ethnicity, friendships are clustered along language skills. The **longitudinal** nature of the data will allow inference on the complex causal interplay between processes of structural, social and cultural integration in the future, for instance, whether friendships affect language acquisition or friendships are formed on the basis of language proficiency.