A3.2 Preschool Education and Educational Careers among Migrant Children



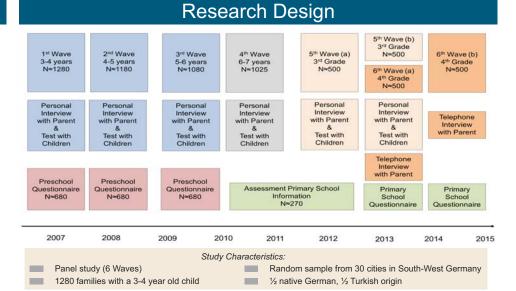
Directors/ Hartmut Esser, Birgit Becker Researchers/ Elena Boldin, Oliver Klein, Franziska Schmidt Funding/ German Research Foundation (DFG)



Contribution

The main goal of this panel project is the explanation of ethnic differences in the acquisition of cultural and linguistic skills during preschool age in Germany and their impact on later school achievements and educational decisions. Furthermore, the importance of different contexts for the skill development i.e., the family- and preschool environment, is of major interest.

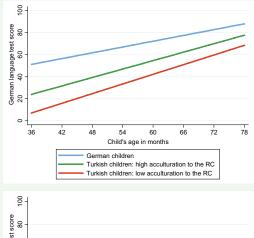
It was the first study on early ethnic educational inequality in Germany and will be the first panel study to comprise the complete period from preschool attendance to the end of primary school including the choice for the secondary school track.

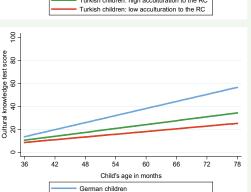


Results

Family Environment

The Development of German Language and Cultural Skills from Age 3 to Age 6 depending on Immigrant Parents' Acculturation to the Receiving Society





Turkish children: high acculturation to the RC

Turkish children: low acculturation to the RC

Using the panel data structure by estimating growth curve models, the development of German language skills is assessed for native German children and children from families of Turkish origin. The high initial advantage of German children compared to children from Turkish immigrant families diminishes over time. Although, Turkish children from highly acculturated families show better German language skills than children from low acculturated families, the disadvantage of both groups in regard to German language skills remains up to the age of school entrance.

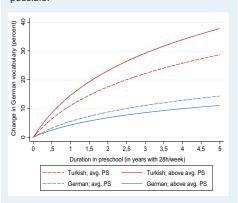
Concerning cultural knowledge we do not find a disadvantage of Turkish immigrant children compared to native German children at a very young age (36 months). However, children from native families make faster progress than children from families with a Turkish origin. Similarly to the domain of German language skills, Turkish children with highly acculturated parents develop higher skills than children from less well acculturated families. However, until the age of school entrance, significant disadvantages develop for both groups when compared to German native children.

Source: Becker, Birgit, Oliver Klein and Nicole Biedinger (2013): The Development of Cognitive, Language, and Cultural Skills From Age 3 to 6: A Comparison Between Children of Turkish Origin and Children of Native-Born German Parents and the Role of Immigrant Parents' Acculturation to the Receiving Society. American Educational Research Journal 50(3): 616-649.

Preschool Environment

The Effect of Preschool Attendance on German Language Development of Native German and Turkish Immigrant Children

Estimating fixed effects models to analyse the importance of preschool attendance for the development of German language skills, we find a positive effect of a longer duration in preschool for native German and Turkish immigrant children. While preschool quality does not matter for German children, the effect of preschool attendance is largest among children from Turkish families that visit high quality preschools. Therefore, we find a need for high quality preschools especially for children of Turkish immigrant families. Moreover, Turkish immigrant children should start preschool as early as possible.



Source: Klein, Oliver and Birgit Becker: The Effect of Preschool Attendance for the Language Development of Native German Children and Turkish Immigrant Children, unpublished manuscript.



