A3.7 Ethnic Networks and Educational Achievement over the Life Course

Social Embedding and Integration: In Search of a Comprehensive Model

Background and Motivation
The social embedding is of crucial importance for various aspects of the integration of immigrants into the host country society. In particular, sticking to ethnic networks and communities can foster or hinder the integration of immigrants into the host country society. Educational achievement and labour market integration. Empirical evidence, however, is inconclusive:

- Impact depends on societal context and immigrant group characteristics,
- Few studies examine the case of Germany,
- Large-scale data with appropriate social capital measures are scarce.

Specify mechanisms more precisely & test them more directly.

How does the social embedding influence labour market integration?

The Role of Social Embedding for Structural Integration
For the labour market integration of immigrants, information and support are crucial social capital resources. Especially contacts to ethnic networks with higher socio-structural positions may be beneficial.

Ethnic networks may be helpful because they:
- can give access to group-specific resources, esp. social capital
- can establish protection against "downward assimilation"
- can provide support in hostile environments
- can transmit high aspirations if ethnic group highly values education

Drawing upon social capital theory we seek to specify the underlying mechanisms more precisely (see figure 1).

Results for Regression Analyses of NEPS SC6

<table>
<thead>
<tr>
<th></th>
<th>FSU</th>
<th>POL</th>
<th>EEU</th>
<th>FSU</th>
<th>POL</th>
<th>TUK</th>
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<tbody>
<tr>
<td>(Wave 2) for more severe testing.</td>
<td>(0.24)</td>
<td>(0.18)</td>
<td>(0.18)</td>
<td>(0.19)</td>
<td>(0.18)</td>
<td>(0.39)</td>
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<tr>
<td>Strong Ties (BG)</td>
<td>1.16</td>
<td>3.31</td>
<td>(2.31)</td>
<td>(2.15)</td>
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<td>(1.46)</td>
<td>(1.22)</td>
<td>(0.92)</td>
<td>(0.89)</td>
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<tr>
<td>Co-Ethnic-Ratio</td>
<td>-3.43</td>
<td>-0.77</td>
<td>-3.06</td>
<td>(3.55)</td>
<td>(2.24)</td>
<td>(0.33)</td>
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<tr>
<td>(3.13)</td>
<td>(2.12)</td>
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<tr>
<td>Adj. R² / LR Chi²</td>
<td>0.44</td>
<td>0.30</td>
<td>0.27</td>
<td>41.67</td>
<td>23.87</td>
<td>35.08</td>
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All models control for education, age, gender, and immigrant generation; OLS models on ISEI of current job; German-language skills added; PH models: occupation of previous job; job period, and number of previous spells added; Time at risk (months): FSU = 6.012 (N=278); POL = 3.750 (N=179); TUR = 3.452 (N=127); Bold coefficients p < .05, * + p < .10.

Summary and Conclusion

Next Steps
Take advantage of another strength of the NEPS social capital measurements: Use prospective and retrospective measurements (Wave 2) for more severe testing. Extend analyses to other NEPS cohorts to test which social capital mechanisms are relevant at particular stages in the educational career.