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

**Directors**/ Frank Kalter, Irena Kogan  
**Researchers**/ Jörg Dollmann, Konstanze Jacob, Hanno Kruse, Ninja Olszenka, Lisa Sauter, Markus Weißmann  
**Funding**/ DFG (long-term project)

### CILS4EU in a nutshell

**Aims** The comparative analysis of the development of immigrants’ progeny. It is the first comprehensive and fully standardized panel study on this topic in Europe.

Integration success of the 2nd immigrant generation in Europe varies across countries, ethnic groups, and domains of life. CILS4EU aims to uncover the responsible mechanisms. As a data-infrastructure project, it provides data on the interplay of immigrants’ social, structural, and cultural integration into the host societies.

**Design** Representative samples of all 14-year-old children in England, Germany, the Netherlands, and Sweden in 2010. Longitudinal survey (ongoing).

In the 1st wave, we sampled almost 500 schools (net) and interviewed close to 19,000 students in the four countries. In addition, we conducted parental and teacher interviews (see Figure 1).

Student interviews were repeated yearly. Since 2014, national extensions have been ongoing, with CILS4EU-DE as the German part of this endeavour.

### Three examples of ongoing MZES research: Integration as a micro and macrophenomenon

#### Problem Integration touches individual life chances of immigrants at different dimensions, e.g., with respect to their scholastic or occupational success and their opportunities to establish friendships with natives and find native partners.

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#### Question With CILS4EU, we are able to address both aspects of integration and to study

- ...different dimensions of immigrants’ individual integration such as their social or structural integration.
- ...consequences of immigrant presence for social cohesion within a society.

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**Figure 1: Overview of CILS4EU(-DE) 2010-2016**

- **Mode**
  - Wave I 2010/2011
  - Wave II 2011/2012
  - Wave III 2012/2013
  - Wave IV 2014
  - Wave V 2015
  - Wave VI 2016
- **Number of cases**

**Data availability**

- Current students: De 2011, En 2011
- Previous students: De 2012, En 2012
- Current students: Nl 2013, Se 2013
- Current students: Se 2014

#### Problem Integration also refers to the consequences resulting from the presence of immigrants for the stability of and the solidarity within a society.

### Interethnic dating Partnerships with natives as a major aspect of social integration. Do boys and girls date more natives over time?

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#### Figure 2: Native partners (in %)

- Homogamy: native partners are most likely among natives (blue lines).
- Dating patterns of immigrant girls and boys converge over time (yellow lines).
- Exception: Turkish immigrants in Germany (red lines). Persisting gender gap but also increase in interethnic dating over time.

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‘*Hunkering down*’ in ethnically diverse classrooms? The role of ethnic diversity for social cohesion in local contexts is unclear. Do ethnically diverse classrooms in Europe show lower levels of social network cohesion?

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### Scholastic attainment – a double advantage for immigrant girls?

Long-term perspective of CILS4EU allows us to investigate ethnicity-gender disparities in school transitions. Two well-established findings combined – ‘immigrant optimism’ and ‘female advantage’ – suggest that immigrant girls may have a double advantage concerning transitions into upper secondary education.

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Outlook

- Future research including data from wave 4–6 will focus on youths’ social and political participation.
- Furthermore: Special attention to school-to-work transitions and transitions into tertiary education, with the special feature of an accent measure in wave 6.