

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

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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.

	CILS4EU			CILS4EU-DE		
	Wave I 2010/2011	Wave II 2011/2012	Wave III 2012/2013	Wave IV 2014	Wave V 2015	Wave VI 2016
Mode	In-School PAPI	In-School PAPI In-Home CATI/CAWI/PAPI	In-School PAPI In-Home CATI/CAWI/PAPI	In-Home CATI/CAWI/PAPI	In-Home CATI/CAWI/PAPI	In-Home CATI
Number of cases	Students: 18,761 (GER: 5,013) Parents: 11,714 Teachers: 836	Students: 15,790 (GER: 4,256)	Students: 11,146 (GER: 3,427)	Students: 3,035	Students: 2,817	Students: 5,000 (aimed net) 3,033 (Gross Sample) + Refreshment
Data availability	Current scientific use file: Version 1.2.0 SUF available since June 2014	Current scientific use file: Version 2.3.0 SUF available since July 2015	Current scientific use file: Version 3.1.0 SUF available since April 2016	Fieldwork completed in June 2014 Availability SUF: Nov. 2016 (est.)	Fieldwork completed in June 2015 Availability SUF: Jan. 2017 (est.)	Fieldwork will be completed in Aug. 2016 Availability SUF: July 2017 (est.)

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

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.

Furthermore, *integration* also refers to the consequences resulting from the presence of immigrants for the stability of and the solidarity within a society.

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.

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

See Figure 2:

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.

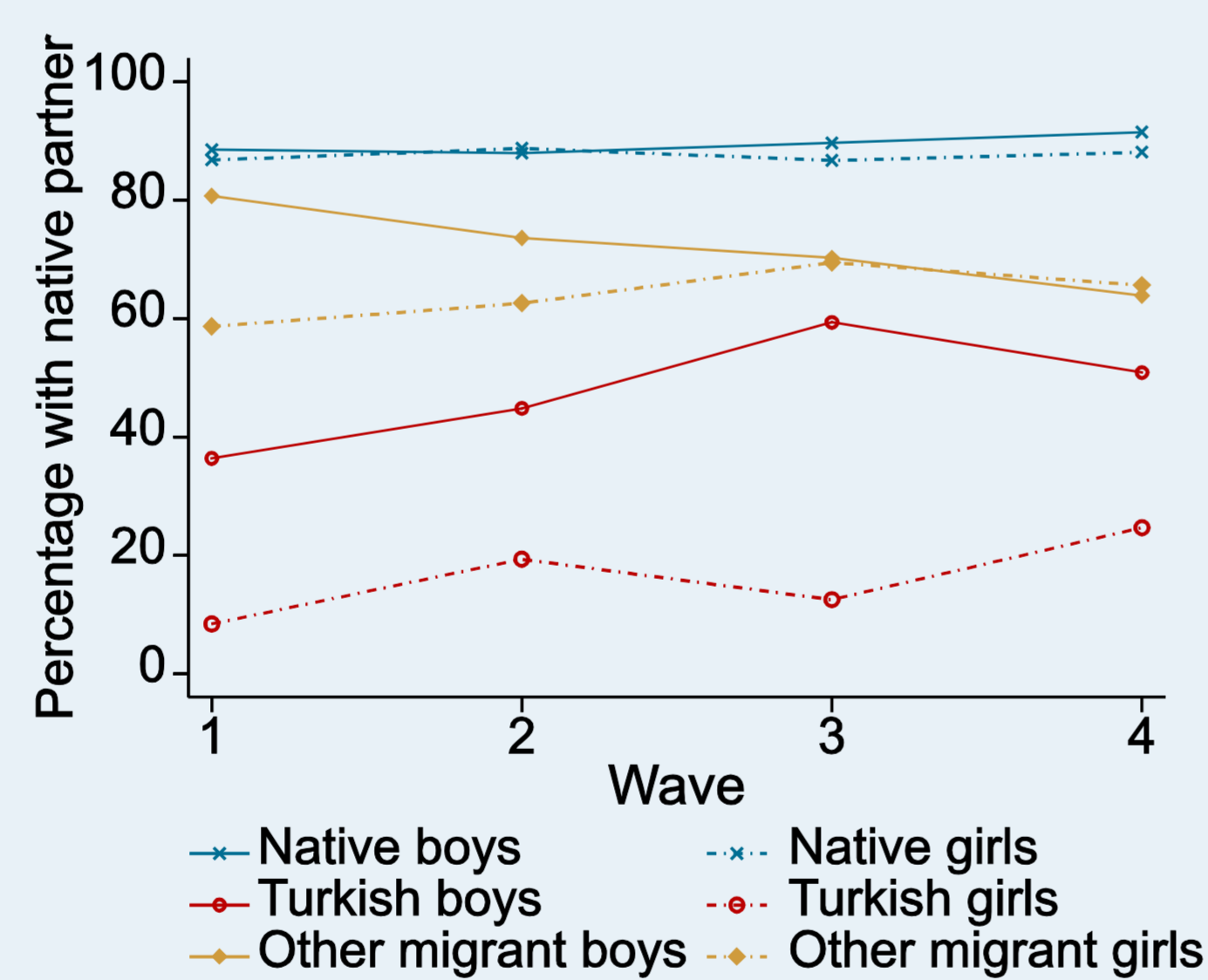


Figure 2: Native partners (in %)

'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?

See Figure 3:

Substantial variation of ethnic diversity in classrooms.

Null relation (except in Germany) between ethnic diversity and social cohesion in terms of reachability and network density (not shown here).

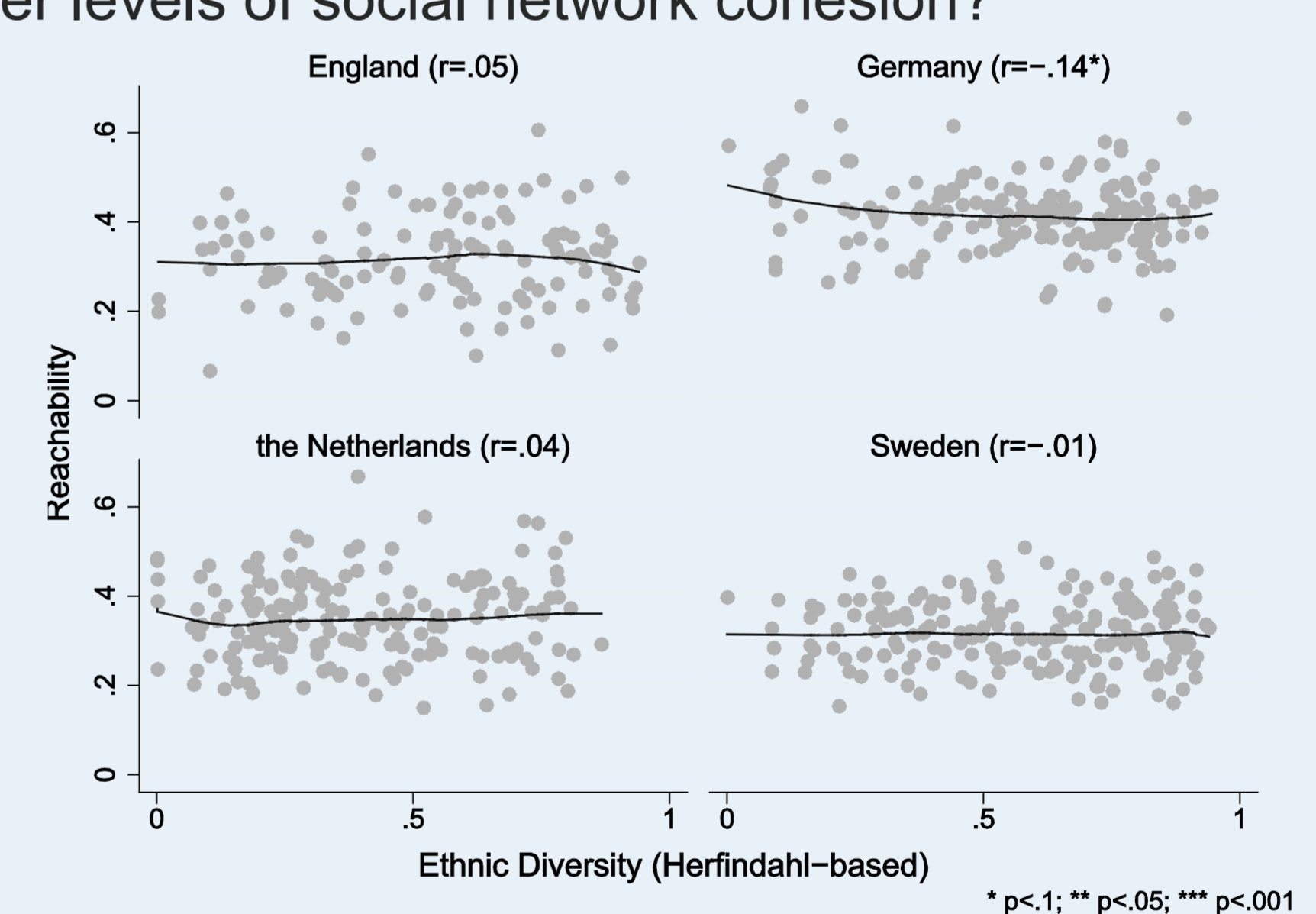


Figure 3: Ethnic diversity and cohesion in classrooms

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.

See Figure 4: Net of their abilities...

Immigrants are more likely to attend upper secondary education than natives ('immigrant optimism').

Girls are more likely to attend upper secondary education than boys ('female advantage').

Contrary to expectations, Turkish girls outperform all others in Germany.

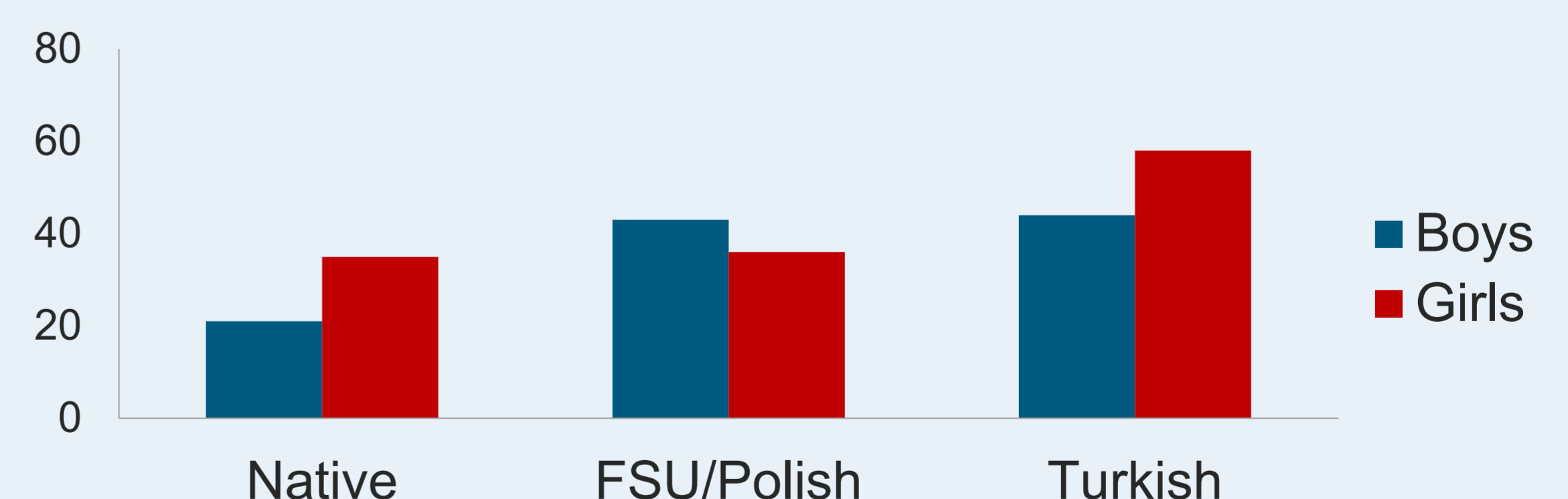


Figure 4: Predicted probabilities to attend upper secondary education (in %)

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.