

A3.2 Preschool Education and Educational Careers among Migrant Children



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Funding/ DFG

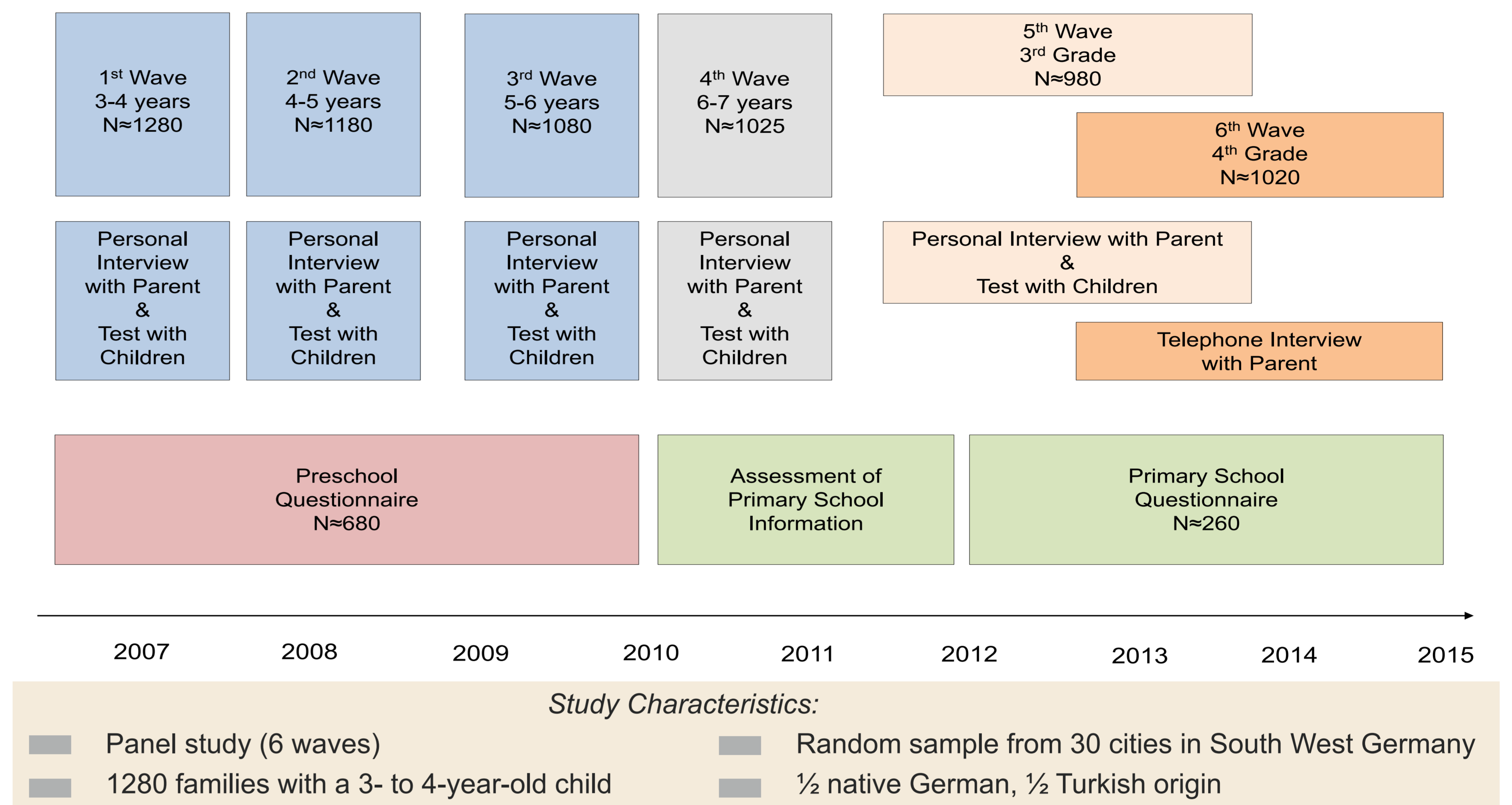


Contribution

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 as well as their impact on later school achievements and educational decisions. Furthermore, the importance of different contexts, i.e., family, preschool and school environment, for children's skill development is of major interest. The project focuses on children from native German and Turkish origin families. The latter ones are typically found to be the most disadvantaged immigrant group in the German educational system.

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

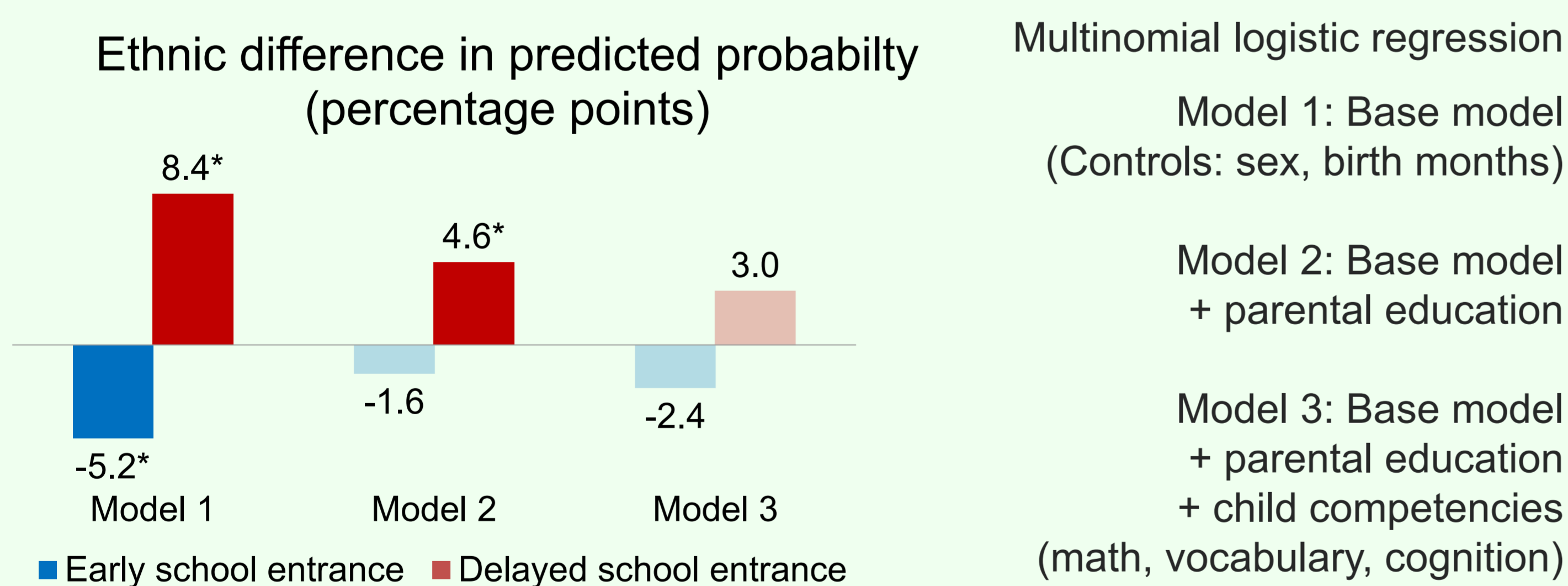
Research Design



Results

Ethnic differences in educators' recommendations on early vs. delayed school entrance

In school entry health examinations, children of Turkish immigrant families are more often found not to be ready for school. In addition to school doctors' recommendations, parents typically also consider recommendations of preschool educators in their decision about the timing of their children's school entrance. Therefore, the question arises whether preschool educators differ in their recommendations on the school entrance age of children depending on children's migration background.



In model 1 we find strong ethnic disadvantages. Children of Turkish immigrant families have a significantly lower chance of receiving a recommendation for early school entrance while having a higher chance of receiving a recommendation for a delayed school entrance in comparison to a recommendation for regular school entry. After controlling for the level of parental education (model 2), the disadvantages diminish strongly. Additionally controlling for children's competencies in early mathematical skills, German vocabulary and general cognitive skills, ethnic disadvantages in the recommendation of preschool educators disappear. Thus, we do not find an indication of differences in the recommendations of preschool educators depending on children's migration background after controlling for relevant family and child characteristics.

Source: Tuppatt, J. and Becker, B. (2016): Ethnic inequality in kindergarten teachers' school entry recommendations. Unpublished manuscript.

Ethnic differences in long-term effects of preschool attendance

Preschool attendance can serve as an instrument to diminish early ethnic skill differences in preschool age and at school entry. It was shown that especially children from Turkish origin families profit from a longer duration of preschool attendance regarding their German language skills. However, the question arises whether these positive short-term effects persist in primary school and at the transition to secondary school.

By estimating OLS regressions and linear probability models, we analyse the association between the duration of preschool attendance and the vocabulary knowledge at school entry, the reading skills and school mark in German in third grade as well as the enrollment into secondary school for native German and Turkish origin children.

Vocabulary (primary school entrance)	German (N=482)	Turkish (N=435)
Duration of preschool attendance	-0.00 (0.00)	0.02** (0.01)
Reading (third grade)	German (N=482)	Turkish (N=435)
Duration of preschool attendance	-0.00 (0.01)	0.00 (0.01)
German mark (third grade)	German (N=445)	Turkish (N=413)
Duration of preschool attendance	0.00 (0.00)	0.00 (0.01)
Enrolled in upper secondary school	German (N=423)	Turkish (N=392)
Duration of preschool attendance	0.00 (0.00)	0.00 (0.00)

OLS regression / LPM controlling for socioeconomic background, early parent-child activities and parental cultural activities.

Controlling for socioeconomic background as well as early parent-child and cultural activities, we find the expected positive association between the duration of preschool attendance and the German vocabulary in first grade for children from Turkish origin families. However, we do not find any long-term effect on reading skills, school marks or the likelihood of being enrolled in upper secondary school for children with and without migration background.

Source: Klein, O. (2016): Ethnic differences in the long-term effects of preschool attendance. Unpublished manuscript.