

SCHOOL TRANSITIONS AND MIGRANT INTEGRATION

Joelle Latina

Supervisors: José V. Ramirez and Yves Flückiger

School system in Geneva

Lower secondary level

High track

Low track

Upper secondary level

Academic track

General education

Professional schools

Apprenticeship

Remedial education

Dropouts

- ✓ Administrative **data**: Geneva Schooling Database, for the period 1993-2007 (15 cohorts of students)
- ✓ Nationalities are grouped according to the different **waves of migration** to Switzerland since the 50's
- ✓ **Age at arrival** inside the school system is taken into account

Gender gaps: are you blending in?

• Research questions

- Does the gender gap depend on the nationality group/migration wave?
- Are there any differences between cohorts?
- Do migrant children who spend more time with natives exhibit similar gender gaps?

• Theoretical framework

- Assimilation theory (Hirshman, 2001): migrants become more similar to natives over time.
- Social identity (Akerlof & Kranton, 2000 & 2002): social categories are associated with rules of behavior that individuals internalize to minimize anxiety/cognitive dissonance (Davis, 2007).

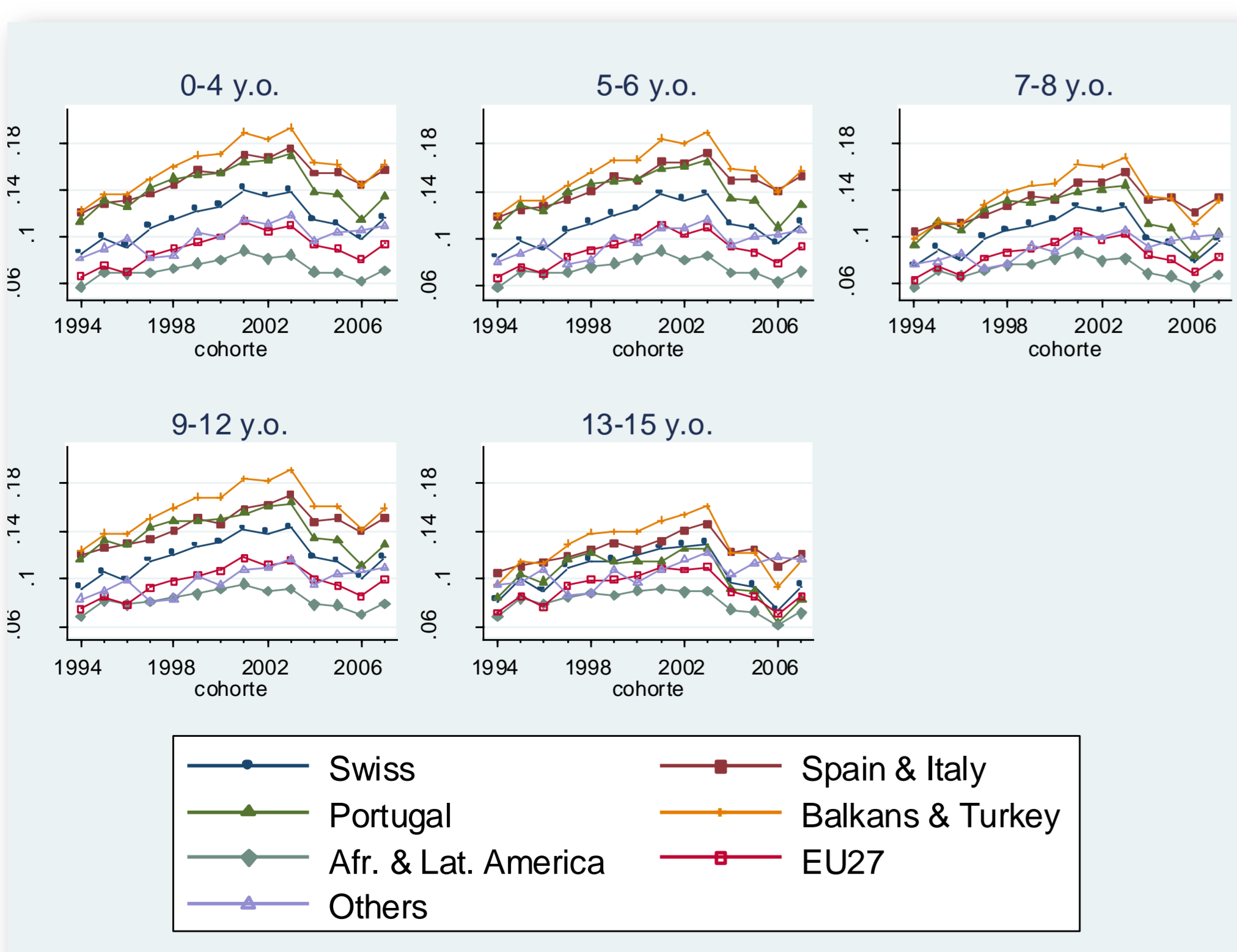
• Methodology

- Multinomial logit model with 6 modalities on high track students
- Dependent variable is the 1st transition from middle school.
- Conditional transition probabilities are computed by gender, cohort and nationality group.
- A gender gap is defined as $\Pr(\text{trans } j)_{\text{girls}} - \Pr(\text{trans } j)_{\text{boys}}$

• Main findings

- Conditional gender gaps to the academic track differ by nationality group and cohort.
- Conditional gaps range from 5 to 20 percentage points.

Figure 1: Conditional gender gaps by nationality, cohort and age at arrival



- Gender gaps do not “converge” as migrants spend more time with natives.
- As time spent with natives increases, gender behaviors depend increasingly on nationality group/ethnicity.

Migrant integration: a ladder hard to climb

• Research questions

- Are children with a migration background equally likely to benefit from the vocational education system?
- Are all «types of migrants» on an equal basis?

• Theoretical framework

- Classification of migrants according to the different types of capital they possess (Rumbaut, 1998)
 - Human and financial
 - Political
 - Social (Bourdieu 1986 ; Coleman 1988)

• Methodology

- Multinomial logit model with 6 modalities on low-track students
- Dependent variable is the 1st transition from middle school.
- Each type of capital is added successively.
- Year and school effects are taken into account.

• Main findings

- Social capital does play an important role in shaping transition patterns.

Figure 1: Conditional transition probabilities by level of social capital for low-track students

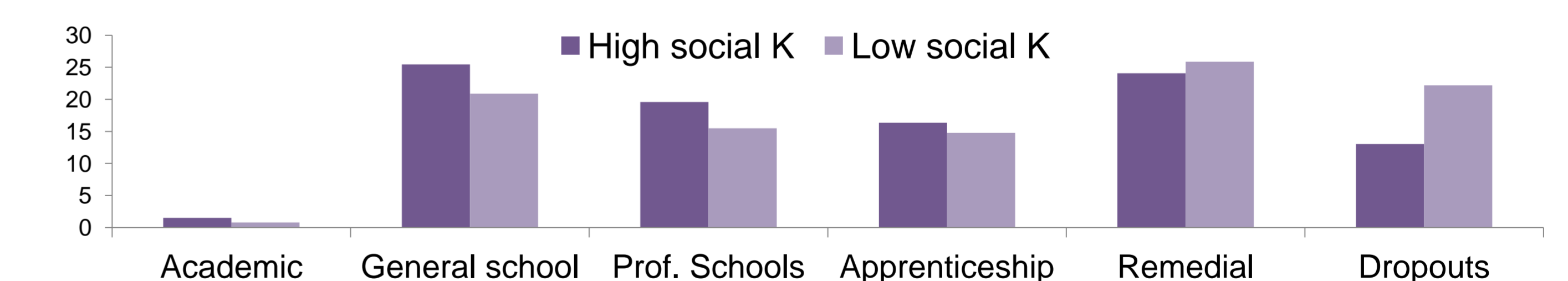
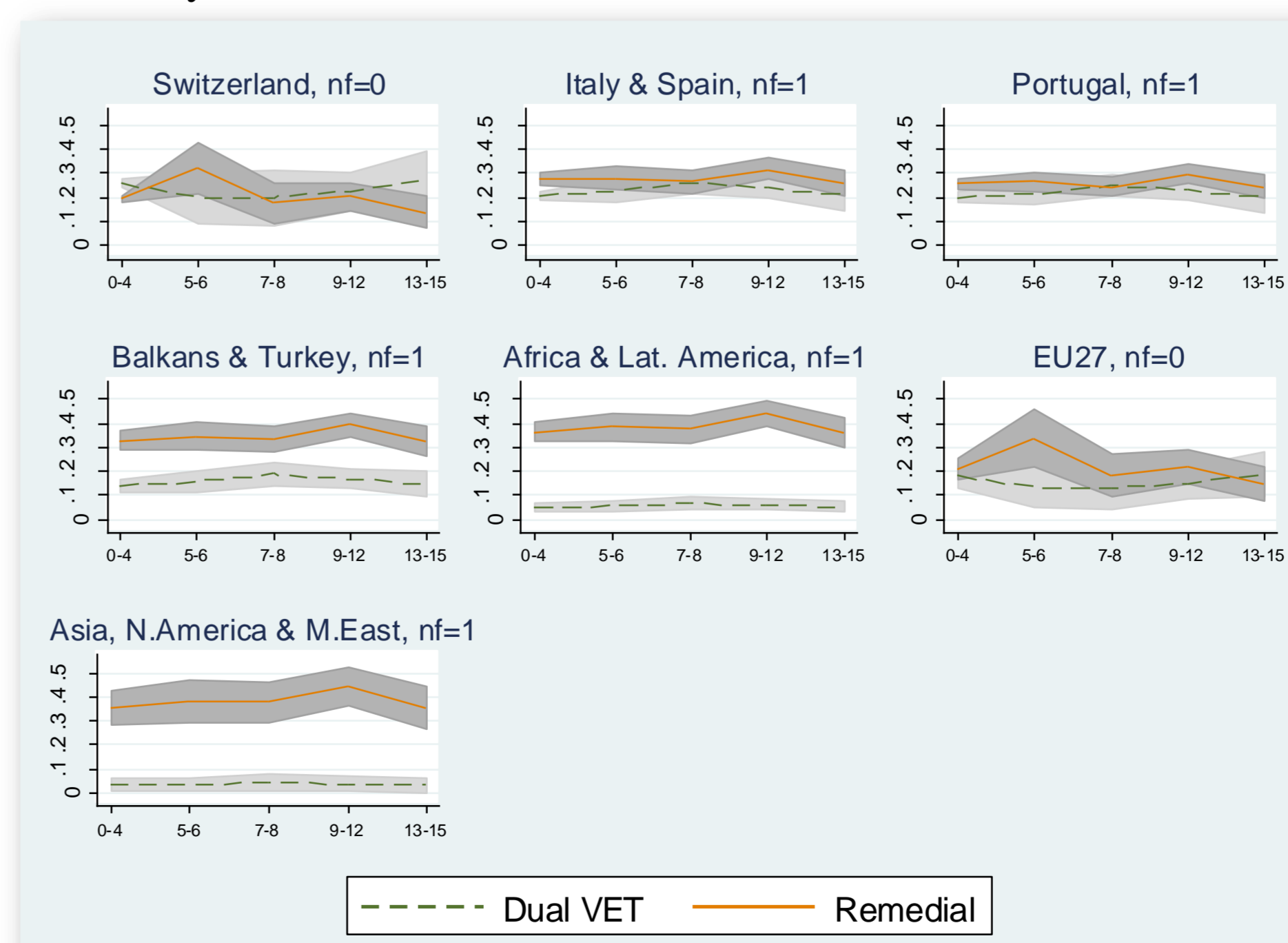


Figure 2: Conditional transition probabilities to apprenticeship and remedial education, for low-track boys



- Transition patterns of first-wave migrants are similar to natives.
- Ceteris paribus, recent migrants face barriers to entry on the apprenticeship market.
- The age at arrival does not play an important role.