

1. Introduction and Purpose

Switzerland is on the one hand a country with a long immigration history with the share of people with an immigrant background being one of the highest in Europe (37 % of the population older than 15 years, Federal Office of Statistics 2017).

On the other hand, immigration laws in Switzerland are within of the strictest in Europe. Individual social integration is therefore crucial with respect to societal cohesion.

The school therefore has an explicit mission. It should convey knowledge and ability of social integration, while offering confrontation with different social positions (Faulstich-Wieland 2002) and at the same time focussing on the importance of development tasks of adolescence such as qualifying: competences for the transition to working life; binding: replacement of the family of origin and consuming: building consumer competences (Fend 2003, Hurrelmann and Quenzel 2016).

2. Theory

This paper refers to Hartmut Esser's (2001) social integration approach. Social Integration according to Esser (2001) is the inclusion to social life in terms of granting of rights, the acquisition of language skills, participation in the education system and the labor market, the emergence of social acceptance, the establishment of interethnic friendships, participation in public and political life and the emotional identification with the host country. Social integration can be distinguished into four variants: acculturation, structural positioning, interaction and identification.

Structural Positioning (SP):

One of the most important form of social integration through structural positioning is the access to certain rights, the acquisition of professional and other positions. These usually depend on certain educational careers.

We examine access to structural positioning via occupational aspirations and status aspirations as well as the perceived success probabilities of fulfilling those aspirations.

Interaction:

Interactions are a special case of social action in which the actors mutually orientate themselves through knowledge and symbols and thus, through their orientations and actions, from relations with each other (e.g. neighbourhood, Friendships, marital relationships).

We examine Interaction with the autochthonous population by the choice of potential partners as well as intercultural friendships.

Identification:

The identification describes the particular attitude of a person in terms of seeing oneself as a unit within the social system and becomes "identical" with it e.g. national pride, sense of unity of other members of the company or group. Esser (2001) distinguishes three types of "Identification" on different levels: empathic integration of values, public spirit and acceptance of the system.

We examine Identification with the norms of the host society by looking at identification with Switzerland and political as well as gender equality values.

Acculturation:

Acculturation by Esser (2001) means that members of society need certain kind of knowledge and skills for a meaningful, successful acting and interacting with each other. It is a special case of learning and is particularly dependent on certain occasional structures. This applies in particular to linguistic acculturation.

We examine the extent of successful acculturation by comparing educational aspirations and educational success.

3. Research Question

If and to what extent mechanism of individual social integration differ for pupils with an immigrant background, depending on region of origin and generational status?

4. Methods

We apply Bayesian random slopes models to the DVs, controlling for different covariates. Posterior distributions are estimated with the R-Package "rstanarm" (Goddrich et al. 2019), using the default (weakly informative) prior distributions. We report posterior medians and 95 % credible for all migration variables.

5. Sample

Based on data from a youth survey (Beck & Ha, 2018) in two cantons in Eastern Switzerland (Stratified random sample of pupils in lower secondary education, N = 1.333, self-administered, classroom based online survey) from 2016, we examine differences in the four different mechanisms of individual social integration between autochthonous and immigrant adolescents with regard to generational status and immigration waves.

6. Operationalization

Migrant Background: Birth country: Both Parents same migration cluster: CH vs PORTUGAL vs. Europe, 1st and 2nd Generation

Structural Positioning:

- ISEI aspired future job (realistic aspirations)

Interaction:

- Friends from different countries (1-4)

Identification:

- Identification with Switzerland (1-4)

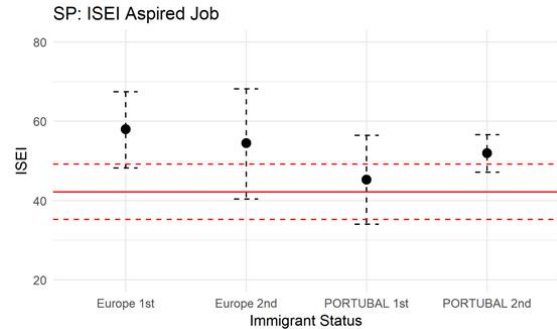
Acculturation:

- Confidence educational Success (1-4)

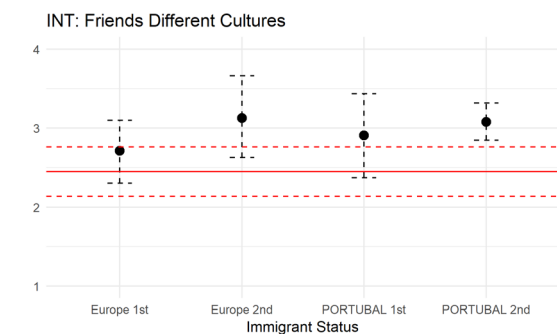
7. Results

The red baseline marks the category of reference (autochthonous children, parents' higher secondary education, mean ISEI), the dotted red lines indicate the 95 % credible intervals of the posterior median of the category of reference. Black dots indicate the posterior medians; error bars indicate 95 % credible intervals.

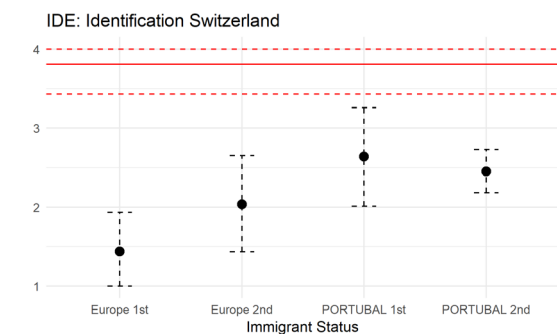
Structural Positioning



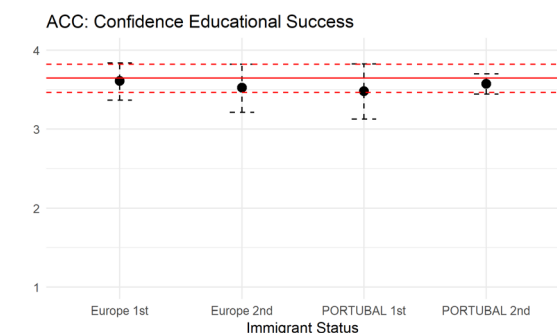
Interaction



Identification



Acculturation



8. Conclusion & Discussion

In summary, the differences between autochthonous and immigrant youths are minor. Even the distinction within immigrant groups and through time (generations) do not show major distinctions.

With only one exception - its social integration through identification. There are distinction between autochthonous youth and immigrant groups on the one hand and differences between and within immigrant groups and generations on the other hand.

While the groups of PORTUBAL (short for Portugal, Turkey and Balkan) youths do not differ very much from the first to the second generation regarding belongingness to Switzerland, there is a slightly increase approval to Swiss society from "not at all" to "rather not" belongingness to Switzerland from the European immigrant group.

The Immigrant group of PORTUBAL has no distinct variation to the question if they belong to Switzerland. However, their approval is slightly higher than the group of European immigrant groups.

Considering the fact, that the process of Swiss citizenship through naturalization (www.ch.ch/de/ordentliche-einbuengerung) is protracted, complicated and costly, it is in fact the only way to participate in political decisions through votes and elections.

9. Literature:

Esser, H. (2001). Integration und ethnische Schichtung. Arbeitspapiere – Mannheimer Zentrum für Europäische Sozialforschung. Mannheim

Faulstich-Wieland, H. (2002). Sozialisation in Schule und Unterricht (Vol. 15). Verlagsgruppe Beltz.

Federal Office of Statistics Switzerland (2017). Bevölkerung nach Migrationsstatus, 2017. <https://www.bfs.admin.ch/bfs/en/home/statistics/catalogues-databases/graphs.assetdetail.6046117.html> (12.02.2019)

Fend, H. (2003). Entwicklungspsychologie des Jugendalters: ein Lehrbuch für pädagogische und psychologische Berufe. Opladen: Leske + Budrich

Goodrich B., Gabry J., Ali I., Brilleman S. (2018). rstanarm: Bayesian applied regression modeling via Stan. R package version 2.18.2, <https://mc-stan.org/rstanarm>.

Hurrelmann, K. & Quenzel, G. (2016) Lebensphase Jugend Eine Einführung in die sozialwissenschaftliche Jugendforschung. Weinheim, Bergst. Beltz Juventa.

<https://www.ch.ch/de/ordentliche-einbuengerung/> (23.06.2019)