

Motivation

Particularly occupational activities that require vocational training in Germany are abroad often learned on the job - without formal certification (e.g. Liebau & Salikutluk 2016). Despite these institutional differences, quantitative analyses of adult refugees focus primarily on integration into the labour market and not on integration into the educational system - e.g. on catching up on a degree. Verwiebe et al. (2019) were recently able to show qualitatively that both pathways are relevant for refugees. We expect that refugees are more likely to choose the educational route if they previously had a high occupational status position for which they cannot provide the corresponding level of educational credentials usually required in Germany.

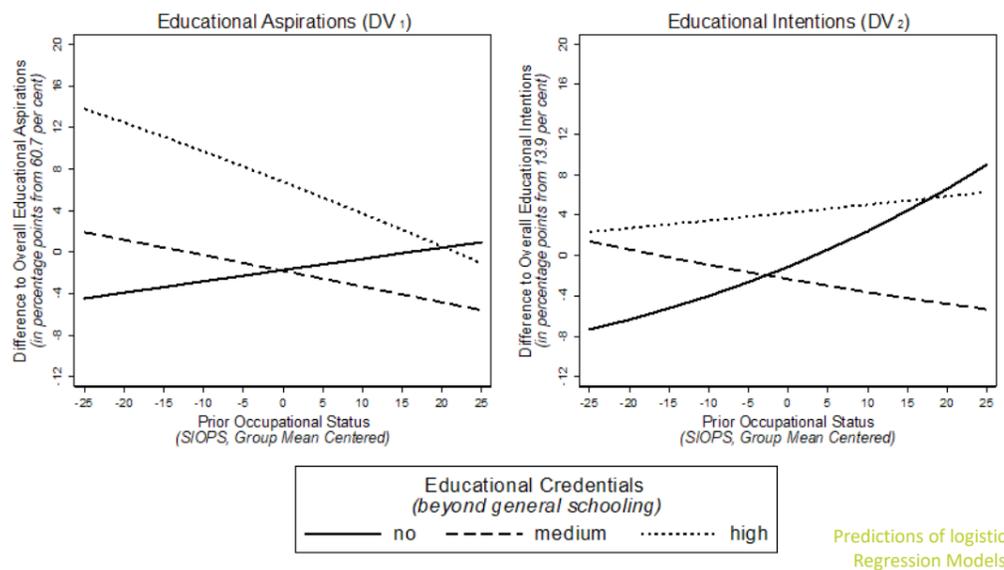
Results

Descriptive: Higher educational qualifications from abroad are associated with higher educational aspirations and intentions. Evidence on institutional differences: While occupational status in Germany is stratified along vocational degrees, refugees without degrees in the countries of origin have a similar status to those with intermediate degrees.

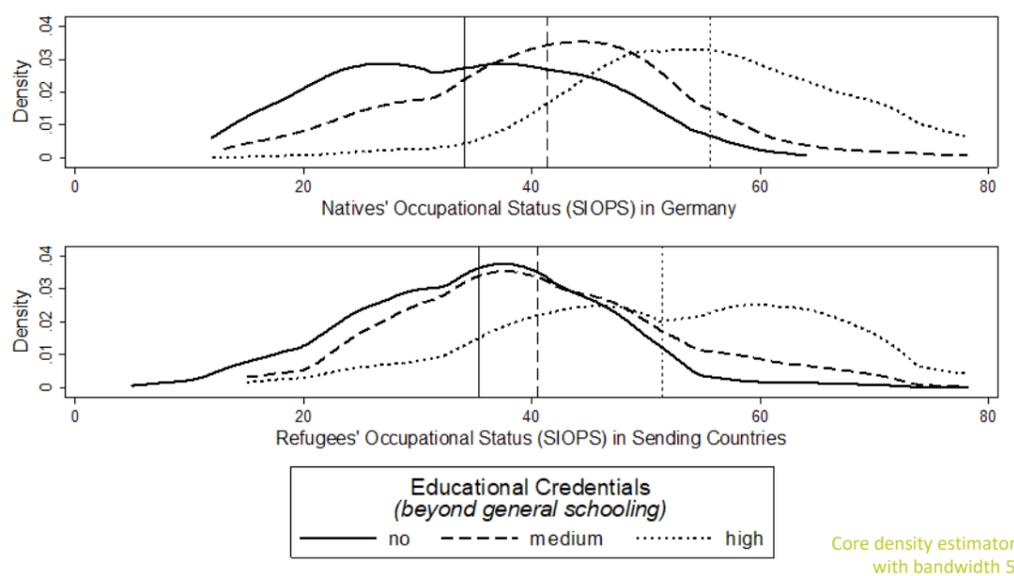
Regression models: In particular, refugees with high (i.e. academic) qualifications have significantly higher educational aspirations and intentions. However, the educational aspirations of the highly educated decrease ($p < 0.1$) the higher the status of the last job in the country of origin. Educational intentions are only significantly positively ($p < 0.05$) related to status for refugees without credentials beyond general schooling: The more status they have to lose, the stronger their intention to obtain a degree.

Up to now, it is unclear how refugees acquire this institutional knowledge and whether they can realize their educational intentions.

Adult refugees without professional credentials have stronger educational intentions if they had a high status in their home country.



In their country of origin, they often had an occupational status that in Germany is mainly held by employees with vocational credentials.



Refugees seem to anticipate that they will need a credential to get into these positions in Germany.

ResearchGate project:



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Data & Methods

Data basis: The refugee samples of the SOEP (M3, M4, M5). Relevant sample: Migrated to Germany since 2013, excluding immigration from EU-28 countries, not in education or employment at the time of the survey (first interviews). Age 25-50 years.

Operationalizations: Educational aspirations (DV₁) via the question "Are you aiming to obtain a vocational qualification or a higher education / university qualification?" (0=no; 1=yes, maybe & yes, definitely). Educational intentions (DV₂) with the addition of the question "Approximately when do you want to start working?" Educational intentions formed in contrast to employment intentions (1=degree aspired to and entry into employment >2 years; 0=degree no/maybe and entry into employment within the coming year).

Educational attainment via ISCED 2011 (without=1&2, medium=3&4, high=6&8). Occupational status via SIOPS (basis: ISCO-08).

Method of analysis: Logistic regression models with interactions between degrees and status. Separate models for educational groups and linear models achieve very similar results.

Control variables: German and English language skills, legal status, application for recognition of a degree, participation in integration course, contact with Germans and persons of the country of origin, remittances, marital status, number of own children in HH, age of youngest own child in HH, years since migration, age, gender.

References

Liebau, E., & Salikutluk, Z. (2016). Many refugees brought work experience with them, but only some a vocational qualification. *DIW Weekly Review*, 83(35), 732-740.

Verwiebe, R., Kittel, B., Dellinger, F., Liebhart, C., Schiestl, D., Haindorfer, R., & Liedl, B. (2019). Finding your way into employment against all odds? Successful job search of refugees in Austria. *Journal of Ethnic and Migration Studies*, 45(9), 1401-1418.