

Granting Birthright Citizenship: A Door Opener for Immigrant Children's Educational Integration?

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Motivation

Immigrant children

- constitute a sizeable and fast growing fraction of the population
- will shape to a large extent the future of host societies

Substantial achievement gaps between immigrant and native children:

- educational gap (Dustmann et al. 2012, Riphahn 2003)
- economic gap (Algan et al. 2010, Borjas 1985, Chiswick 1978)
- attributed to parents' circumstances and behavior (Diehl et al. 2016)

Question

Does birthright citizenship boost immigrant children's educational integration?

- Does birthright citizenship influence immigrant parents educational decisions?
- What role play pediatricians' and teachers' recommendations?
- Do immigrant children perform better in school?

Contribution

Exploit exogenous policy variation – reform of the German naturalisation law – to identify the causal impact of birthright citizenship on immigrant children's educational integration

Dynamic view of the education process – first three critical decisions:

- preschool: attendance
- primary school: timing of enrolment
- secondary school: choice of track

Multi-faceted view:

- parental decisions regarding their children's education
- official recommendations by teachers and pediatricians
- children's developmental and educational outcomes

German education system

Variation across states, here facts for Schleswig-Holstein

	Age	Facts
Preschool	Age 3-6	voluntary <u>attendance</u>
Primary school	Age 6-10 (Grade 1-4)	official recommendation, but parental discretion regarding <u>starting age</u>
Secondary school	Age 10 onwards (Grade 5 - 9)	teacher recommendation, but parental discretion regarding <u>school track</u>

Underlying mechanisms and hypotheses

Citizenship implies ...

- unconditional right to stay
 - improved job opportunities
(Chiswick and Miller 1992/95, Bratsberg et al. 2002, Fougere and Safi 2009, Scott 2008, Steinhardt 2012, Gathmann and Keller 2014)
- increased incentive to stay in host country (Sajons 2016)
- increased parental integration efforts (Avitabile et al. 2013; Sajons 2011)
- increased returns to host-country specific skills

Hypothesis:

Birthright citizenship leads to ...

- parental choices fostering their children's education
- improved educational performance of immigrant children

Nationality law in Germany

Reform of the "German Citizenship and Nationality Law" (July 15, 1999):

Until 1999: "ius sanguini"

→ Optional citizenship,
if one parent at least 8 years in D
- via parental application
- transition rule (til 31.12.2000)

⇒ Direct and indirect costs

Since 2000: "ius soli"

→ Automatic birthright citizenship,
if one parent at least 8 years in D
(Child can keep two passports til age 23)

⇒ No costs

Acquisition of citizenship via "ius soli"

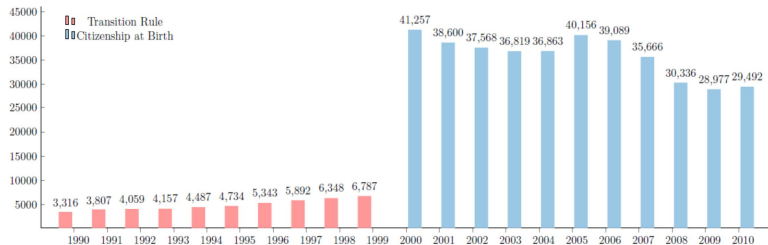


FIGURE 1

Citizenship granted on the basis of ius soli (Source: Federal Statistical Office)

Empirical Strategy

Reform of the German naturalization law = natural experiment:

- compare children born before and after the cut-off date (January 1, 2000)
- draw upon children born within one school cohort (July 1999 - June 2000)
- draw upon adjacent school cohorts to isolate age and seasonal effects:
(Lalive and Zweimüller, 2009; Dustmann and Schönberg, 2012; Danzer and Lavy, 2016)
 - Reform Cohort: born July 1999 - June 2000
 - Control Cohorts: born July 1998 - June 1999 and July 2000 - June 2001

Difference-in-Differences Approach

$$Y_i^{s,a} = \alpha + \beta \text{Reform}_i + \gamma \text{After}_i + \delta \text{Reform}_i \times \text{After}_i + \theta_m D_{i,m} + \epsilon_i$$

- $Y_i^{s,a}$ = educational outcome of child i in dimension s at age a
- Reform_i = dummy for reform cohort (born July 1999 - June 2000)
- After_i = dummy for birth months January - June
- $D_{i,m}$ = dummies for birth months

Threats to Identification

Threats	Empirical approach
Fertility behavior:	<ul style="list-style-type: none">- variation of window around cut-off- donut strategy
Return migration:	<ul style="list-style-type: none">- balancing tests- additional controls
Miscellaneous:	<ul style="list-style-type: none">- add trend- placebo with German children

Data

Two large administrative datasets

	School entry examination	School register
When?	Preschool	Primary & secondary school
Who?	Assessment (pediatrician) Questionnaire (parent)	Administrative records (school principal)
What?	<ul style="list-style-type: none"> - Preschool attendance - Developmental outcomes - School readiness 	<ul style="list-style-type: none"> - Early school start - Retention - Track recommendation - Track choice - Final track
Sample	Parental country of origin 6'740 children (eligible & non-eligible)	Main language 2'530 children (eligible & non-eligible, subsample)

Interpretation of the effect

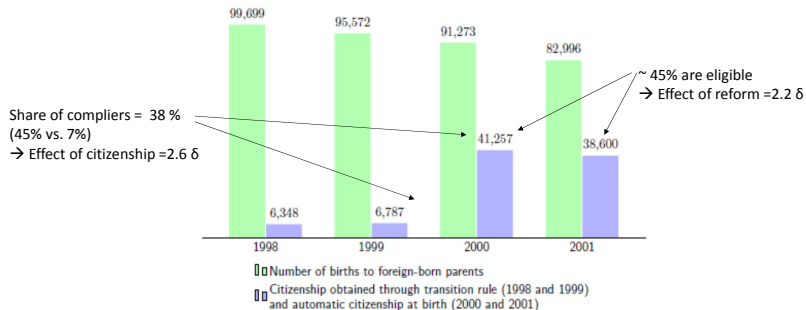


FIGURE 2
Fraction of eligible children and the reform's effect on children's citizenship

Descriptive statistics - Outcomes

	Baseline		11/99	1/00	Diff
	Native	Migrant	Migrant	Migrant	Migrant
i. Parental Choices					
Preschool: attendance (SEE data)	0.954	0.925	0.917	0.942	0.025**
Primary school: early start (SR data)	-	0.116	0.086	0.019	-0.067***
Secondary school: academic track w/o recommendation (SR data)	-	0.133	0.086	0.065	-0.021
ii. Official Recommendations					
Primary school: school readiness (SEE data)	0.909	0.849	0.863	0.772	-0.091***
Secondary school: academic track recommendation (SR data)	-	0.131	0.154	0.105	-0.048*
iii. Children's Performance					
Preschool: Good Conduct (SEE data)	0.963	0.971	0.967	0.967	0.000
Preschool: Social Skills (SEE data)	0.983	0.989	0.974	0.974	0.000
Preschool: Emotional Stability (SEE data)	0.959	0.961	0.956	0.959	0.004
Primary school: retention (SR data)	-	0.219	0.236	0.305	0.069**
Secondary school: academic track (SR data)	-	0.174	0.193	0.155	-0.038

Sources: SEE 2005-2007; SR 2009-2011; own calculations

Descriptive statistics - Background

	Baseline		11/99	1/00	Diff
	Native*	Migrant	Migrant	Migrant	Migrant
Age in months	75.176	73.805	76.396	70.724	-5.672***
Female	0.473	0.468	0.478	0.498	0.020
Siblings	0.869	1.207	1.287	1.257	-0.030
Single parent	0.131	0.085	0.088	0.087	-0.001
Dad's education: low	0.236	0.235	0.236	0.222	-0.014
Dad's education: intermediate	0.229	0.222	0.229	0.240	0.011
Dad's education: high	0.266	0.168	0.154	0.181	0.027
Dad's education: missing	0.269	0.375	0.381	0.357	-0.024
Dad's origin: Turkey	-	0.319	0.311	0.316	0.005
Dad's origin: East Europe	-	0.377	0.393	0.376	-0.016
Dad's origin: Balkan	-	0.087	0.081	0.077	-0.004
Dad's origin: EU 12	-	0.047	0.042	0.051	0.009
Dad's origin: missing	-	0.170	0.173	0.180	0.007

Sources: School Entrance Examinations 2005-2007; own calculations

Results - Preschool

	Parental Investment	Child Performance		
	Preschool attendance	Social skills	Good Conduct	Emotional stability
Reform*After	0.032** (0.013)	0.000 (0.008)	0.019** (0.009)	0.021** (0.010)
Birthmonths	yes	yes	yes	yes
Observations	6740	5169	6260	6464
Mean - Pre Reform	0.917	0.974	0.967	0.956
Data Source	SEE	SEE	SEE	SEE

Results - Primary school

	Parental Investment	Official Recommendation	Child Performance
	School Starting Age	School readiness	Retention
Reform*After	-0.658* (0.347)	0.009 (0.019)	-0.049 (0.037)
Birthmonths	yes	yes	yes
Observations	2498	6740	2482
Mean - Pre Reform	76.906	0.863	0.236
Data Source	SR	SEE	SR

Results - Secondary school

	Parental Investment Academic track w/o recommendation	Official Recommendation Academic track	Child Performance Academic track (6th grade)
Reform*After	0.039* (0.024)	0.001 (0.032)	0.016 (0.030)
Birthmonths	yes	yes	yes
Observations	2530	1959	2695
Mean - Pre Reform	0.086	0.154	0.196
Data Source	SR	SR	SR

Sensitivity - Preschool

	Cluster	Donut	4-m window	Trend	RDD	Placebo
Parental Investment:						
Attendance	0.032** (0.014)	0.041*** (0.014)	0.037** (0.015)	0.036*** (0.013)	0.034*** (0.012)	-0.007 (0.005)
Child Performance:						
Social Skills	0.000 (0.007)	-0.004 (0.008)	0.004 (0.009)	0.002 (0.008)	0.021 (0.015)	-0.001 (0.003)
Good Conduct	0.019*** (0.007)	0.011 (0.010)	0.022** (0.011)	0.011 (0.009)	0.013 (0.015)	-0.004 (0.004)
Emotional Stability	0.021** (0.009)	0.014 (0.011)	0.030** (0.012)	0.020* (0.010)	0.030* (0.017)	-0.001 (0.004)

Sensitivity - Primary school

	Cluster	Donut	4-m window	Trend	RDD	Placebo
Parental Investment						
School Starting Age	-0.658*	-0.934**	-0.414	-0.643*	-	-
	(0.359)	(0.392)	(0.391)	(0.347)	-	-
Recommendation						
School Readiness	0.009	0.020	0.008	0.001	0.017	0.007
	(0.018)	(0.021)	(0.023)	(0.020)	(0.018)	(0.013)
Child Performance						
Retention	-0.049	-0.022	-0.067	-0.055	-0.038	-
	(0.031)	(0.041)	(0.046)	(0.044)	(0.035)	-

Sensitivity - Secondary school

	Cluster	Donut	4-m window	Trend	RDD	Placebo
Parental Investment						
Academic Track w/o recommendation	0.039*	0.039*	0.024	0.046*	0.036*	-
	(0.024)	(0.024)	(0.027)	(0.030)	(0.023)	-
Recommendation						
Academic Track	0.001	0.031	0.021	0.042	0.008	-
	(0.028)	(0.035)	(0.040)	(0.037)	(0.031)	-
Child Performance						
Academic Track (6th grade)	0.016	0.016	-0.004	0.012	0.006	-
	(0.022)	(0.030)	(0.043)	(0.036)	(0.029)	-

Conclusion

The introduction of birthright citizenship leads to

- educational choices like the ones made by parents of the native-born
 - preschool: increased attendance
 - primary school: earlier school start
 - secondary school: selection of academic track
- no effect on pediatrician's and teachers' recommendation
- some improvement in immigrant children's educational performance, yet data limitations prevent us from delving deeply into this issue

Thank you!