

Does Education Affect Attitudes towards Immigration?

Evidence from Germany

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June 17, 2019

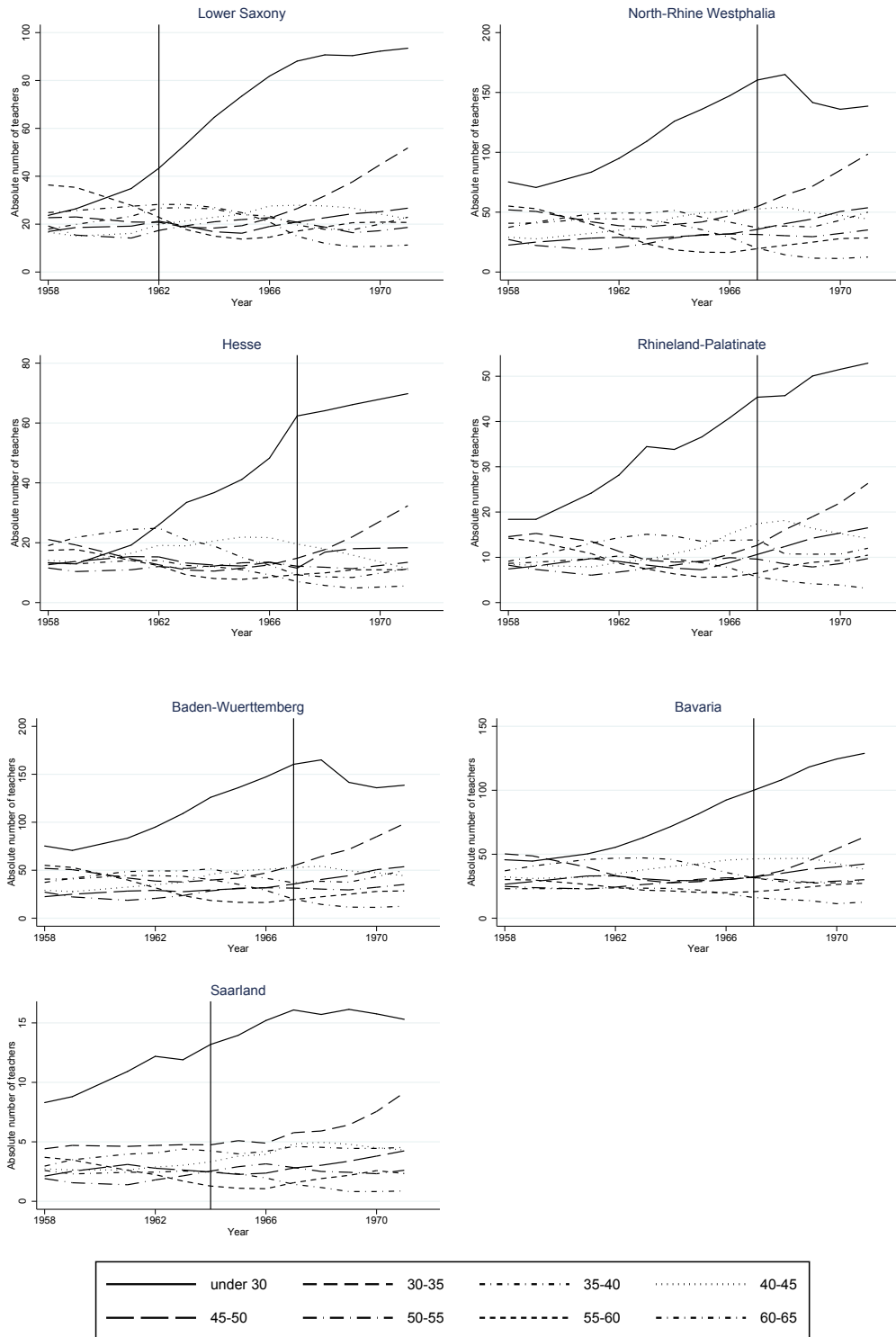
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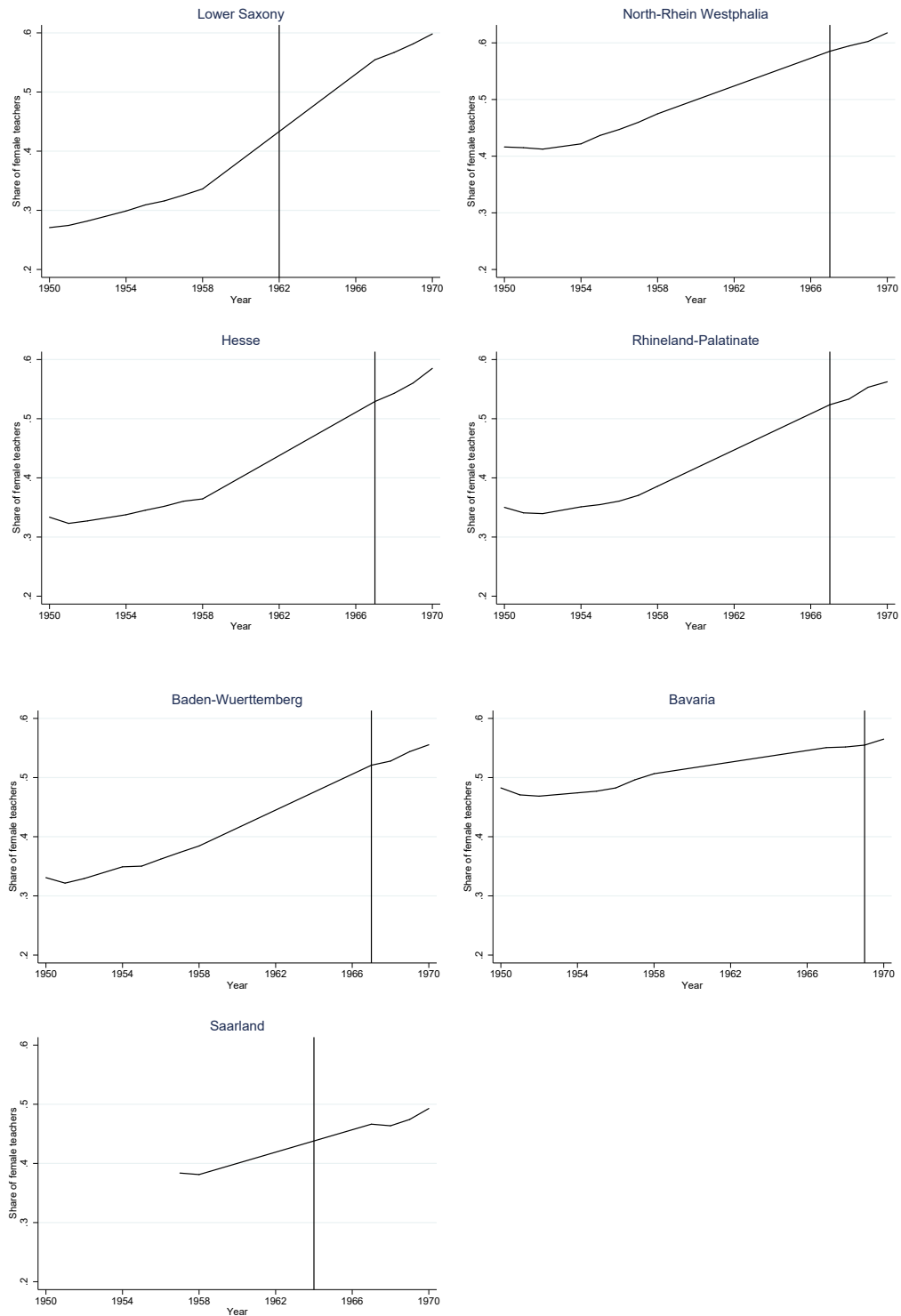
A Online Appendix: Additional Figures and Tables

Figure A.1: Absolute number of teachers in basic track schools, in hundreds, by age groups and state



Source: Statistisches Bundesamt, Allgemeinbildende Schulen, Bildungswesen, Fachserie A/10/1.

Figure A.2: Share of female teachers in basic track schools by state



Source: Statistisches Jahrbuch für die Bundesrepublik Deutschland, 1952-1972

Table A.1: Number of observations in each state by reform exposure

State	<i>Sample I</i>		<i>Sample II</i>	
	Not Affected	Affected	Not Affected	Affected
Hamburg	22	282	32	205
Schleswig-Holstein	176	422	183	351
Bremen	54	86	45	65
Lower Saxony	823	852	883	654
Saarland	26	7	3	30
Baden-Wuerttemberg	1,217	606	1,461	508
Hesse	840	408	883	258
North Rhine-Westphalia	2,598	1,182	2,468	801
Rhineland-Palatinate	678	331	677	211
Bavaria	1,954	634	1,993	459

Federal states are sorted in ascending order by year of reform.

Table A.2: The effect of the reform on the track choice

Dependent variable	Reform	St. error	Obs.
Basic track	-0.011	0.017	13,198
Intermediate track	0.008	0.016	13,198
Academic track	0.003	0.013	13,198

Notes: The outcome is a dichotomous variable which takes on the value one if the individual attended the track mentioned, and zero otherwise. Each row represents a coefficient from a different regression. Regressions also include a full set of federal state, birth cohort and survey year fixed effects, state specific cohort trends, as well as a male dummy and quadratic in age. Robust standard errors are clustered at the federal state-year of birth level. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Table A.3: The curriculum for the 9th year of schooling in the various federal states

State	Summary of the content and goals	References
Hamburg	<ol style="list-style-type: none"> 1. Competence in cultural technology 2. Overview of the political life 3. Vocational guidance 	Nordrhein-Westfalen (1962), page 59
Schleswig-Holstein	<p>Historical-political topics for the 9th year</p> <p>“The purpose of teaching history and politics education in the 9th year is directly related to current political, social, economic and cultural life, and to tasks which require a sense of responsibility and active participation.”</p> <p>Outline</p> <ol style="list-style-type: none"> 1. Help the workers: The social question 2. Our village (our city) as a political-economic community 3. Our home–Schleswig-Holstein—as a federal state 4. Democratic state under rule of law - dictatorship 5. Divided Germany - indivisible Germany 6. Towards European unity 7. Efforts to secure world peace in our time 8. Billions of people inhabit the globe: are they all brothers? 	Engelhardt and Jahn (1964), page 188 Nordrhein-Westfalen (1962)
Bremen	<p>“The 9th year of schooling in Bremen is dedicated in particular to a more in-depth general education of people, and primarily supports all measures serving this purpose.”</p>	Nordrhein-Westfalen (1962), page 60
Lower Saxony	<p>“Political upbringing and education will help to fulfil the mandate of the legislature for schools to prepare the young people for life and work, and to make them committed citizens of a democratic and social legal state on the basis of Christianity, Western culture and German education.</p>	Engelhardt and Jahn (1964), page 174

<p>North Rhine-Westphalia</p>	<p>Four educational tasks:</p> <ol style="list-style-type: none"> 1. Providing a more in-depth general education 2. Providing and reinforcing political education 3. Practising, acquiring and expanding basic skills and knowledge 4. Practical application 	<p>Nordrhein-Westfalen (1962), page 42</p>
<p>Hesse</p>	<p>“The meaning and role of the 9th year</p> <p>“To give young people a more in-depth general education and strengthen their character. Since the introduction of the 9th year, school can now provide a better political education than previously.</p> <p>Young people are becoming mature enough to formulate basic criticism, for “coexistence” and for fundamental insights:</p> <p>co-responsibility for the common good, preservation of human dignity, social justice and observance of the rules in the political struggle. The school environment and classroom style must correspond to these basic democratic values.</p>	<p>Engelhardt and Jahn (1964), page 7, 12</p>
<p>Baden-Wuerttemberg</p>	<p>“From the education plan for the 9th school year”</p> <p>“Even for a political consideration of political problems, young people have become more mature, so they can now gain a deeper historical awareness.”</p> <p>... “Bearing this in mind, recent history is to be examined once again in the context of political education.”</p> <p>... “Once treatment of the historical material has been completed to a certain extent by the end of the 8th school year, an integrated overview of history and social studies is now provided, aiming at democratic political education.”</p>	<p>Engelhardt and Jahn (1964), page 165-166</p>
<p>Bavaria</p>	<p>“The 9th year of schooling”</p> <p>“This provides an in-depth insight into professional, economic and cultural life, strengthens young people’s character, promotes active participation in the community and seeks to reinforce their values at a development stage when they are particularly impressionable.”</p>	<p>Engelhardt and Jahn (1964), page 168</p>

We were unable to find comparable information for the federal states Rhineland-Palatinate and Saarland.

Table A.4: Timing of the reform and pre-reform state characteristics

	Reform			
Student-teacher ratio basic track	-0.004 (0.012)			0.005 (0.014)
Share migrants		-0.143 (0.122)		-0.140 (0.119)
Share males		-0.007 (0.031)		-0.010 (0.030)
GDP per capita		0.000 (0.000)		0.000 (0.000)
Share unemployed		-0.049 (0.051)		-0.076 (0.054)
Share CDU politicians			-0.005 (0.006)	-0.012 (0.008)
Constant	0.080 (0.403)	0.494 (1.582)	0.136 (0.205)	0.870 (1.447)
Observations	136	136	136	136
R-squared	0.541	0.570	0.544	0.582

Notes: The time period covers the year 1950 up to the reform year in each state. Due to unavailability of reliable data before 1950, all federal states, but Hamburg, are included. The dependent variable is a binary reform indicator that takes on the value zero throughout the pre-treatment period for each states, and switches to one once the compulsory schooling is introduced. Further treatment periods are discarded. The regressors are pre-reform state characteristics from the Federal Statistical Office and the Federal Employment Agency. All shares are measured in percent and missing values are replaced by the closest available value. The share of CDU politicians refers to the Landtag (state parliament). OLS regression with federal state and year fixed effects. Robust standard errors are clustered at the state-year level. * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$.

Table A.5: Interview modes by share of respondents

Interview mode	<i>Sample I</i>	<i>Sample II</i>
With interviewer's assistance	0.45	0.4
Oral interview	25.44	23.56
Self completed, with interviewer's help	16.28	22.36
Self completed, without interviewer's help	2.76	3.49
Oral and written	2.73	3.22
CAPI	47.60	38.96
Snail-mail	4.73	8.02
Phone interview	0.01	0.00
Proxy	0.01	0.00
Obs.	13,198	12,170

Source: SOEP, v30. Share of respondents is measured in percent.

Table A.6: Dependent variable: immigration concerns

<i>Explanatory variable</i>		F-stat	Obs.
Panel A: Labour market outcomes			
1. Labour force status	0.009 (0.018)	107.1	13,198
2. Unemployment	-0.017 (0.029)	73.4	8,000
3. Ever unemployed	-0.015 (0.015)	85.8	12,088
4. White collar occupation	-0.123 (0.096)	27.7	6,857
5. Civil servant	-0.019 (0.046)	42.2	6,732
6. Unlimited labour contract	0.037* (0.019)	38.8	7,003
7. Monthly labour earnings †	-0.055 (0.044)	64.7	6,159
9. Household income ††	-0.010 (0.040)	85.1	11,926
Panel B: Concerns			
9. Very concerned about own job security	0.194*** (0.038)	46.1	6,978
10. Very concerned about own economic situation	0.183*** (0.026)	87.0	13,161
Panel B: Social capital			
11. Trust‡	-0.082*** (0.015)	58.1	9,526

Notes: The outcome is a dichotomous variable which takes on the value one if the individual is very concerned about immigration and zero otherwise. All regressions are instrumental variable estimations. The regressions also control for full set of federal state, birth cohort and survey year fixed effects, state specific cohort trends, as well as male dummy and quadratic in age. †Monthly labour earnings refer to net salary in the previous month and are measured in logs. ††Monthly HH income is measured in logs. ‡Measures of trust are standardised with mean zero and standard deviation of one. Robust standard errors are clustered at the federal state-year of birth level. * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$.

References

- Engelhardt, R. and Jahn, K. (1964). *Politische Bildung im neunten Schuljahr: eine unterrichtspraktische Arbeitshilfe für die Volksschule*. Schule in Staat und Gesellschaft. Luchterhand.
- Nordrhein-Westfalen (1962). Landtagsdrucksache. 4. Wahlperiode, Band 5, Nr. 696.
- Statistisches Bundesamt, Allgemeinbildende Schulen, Bildungswesen, Fachserie A/10/1. 1958-1971, various issues.