

theLisbonCouncil

making Europe fit for the future

Where Immigrant Students Succeed

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Residence Palace, Brussels

15 May, 2006

Where immigrant students succeed

A comparative review of performance and engagement in PISA 2003

Brussels, 15 May 2005

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Key Issues

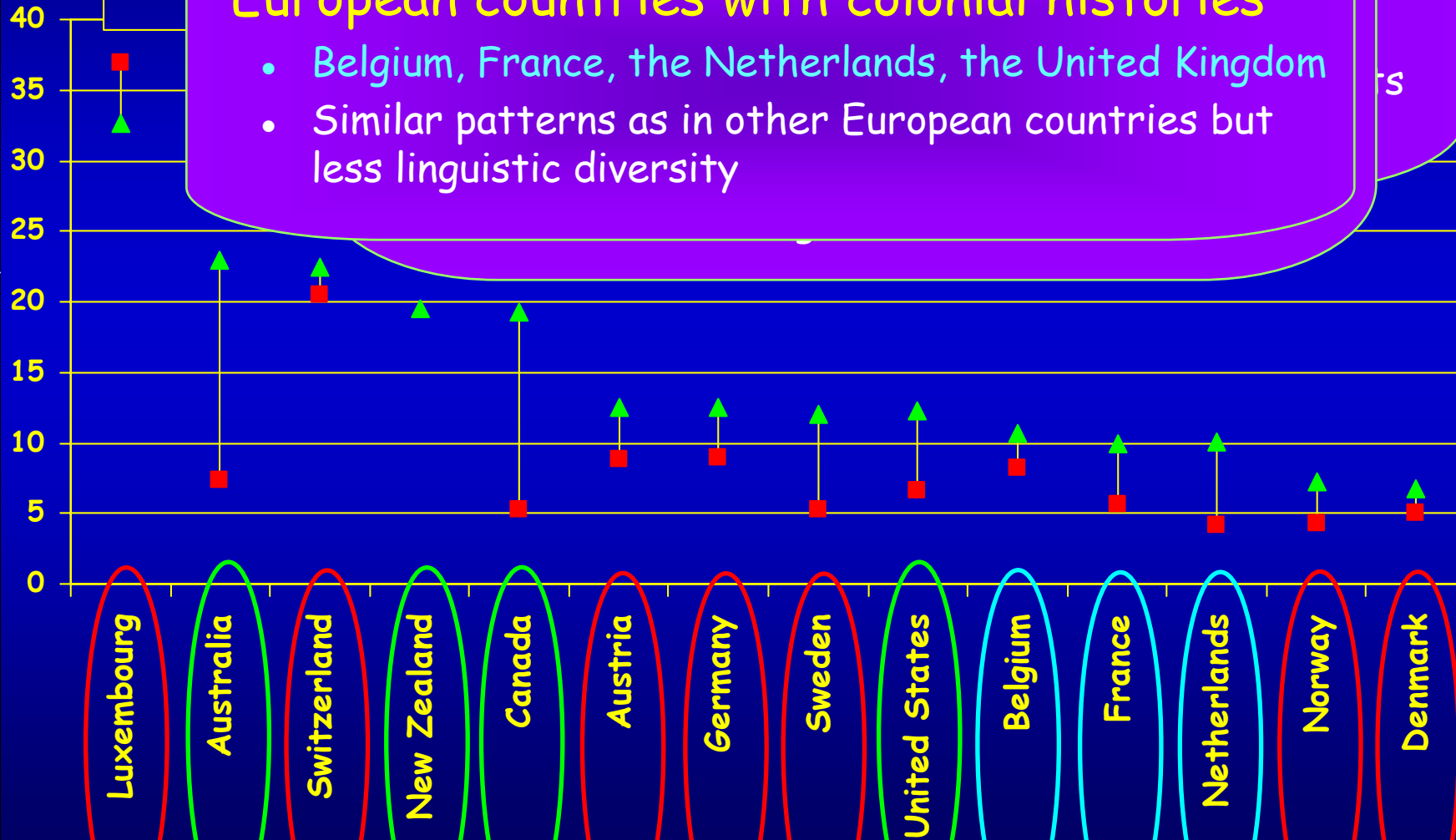
- Policy attention is shifting from managing and containing migration inflows to addressing challenges of integration
 - Schools can play a central role in integration processes
 - Preparation for school-work transitions
 - Overcoming language barriers
 - Transmission of norms and values
 - PISA provides first-time comparative data on cognitive and non-cognitive learning outcomes of immigrant students...
 - Comparison with native peers
 - Comparison with immigrant student populations across countries
- ... and thus provides an opportunities to review policies and practices in this area

European countries with post-war labour recruitment

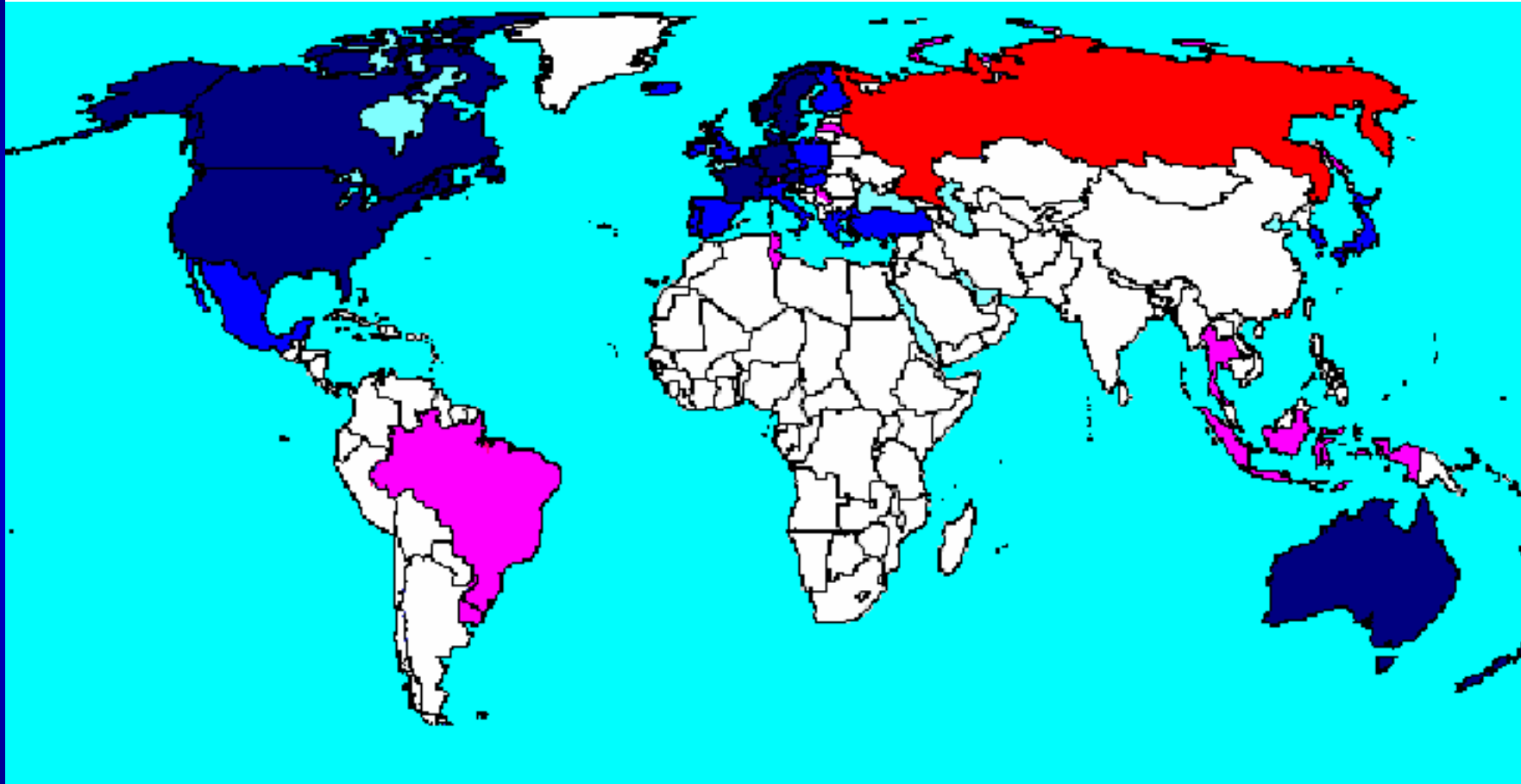
- Austria, Denmark, Germany, Luxembourg,

European countries with colonial histories

- Belgium, France, the Netherlands, the United Kingdom
- Similar patterns as in other European countries but less linguistic diversity



Countries that participated in PISA and countries covered by this report



OECD countries



In the report

NOT in the report

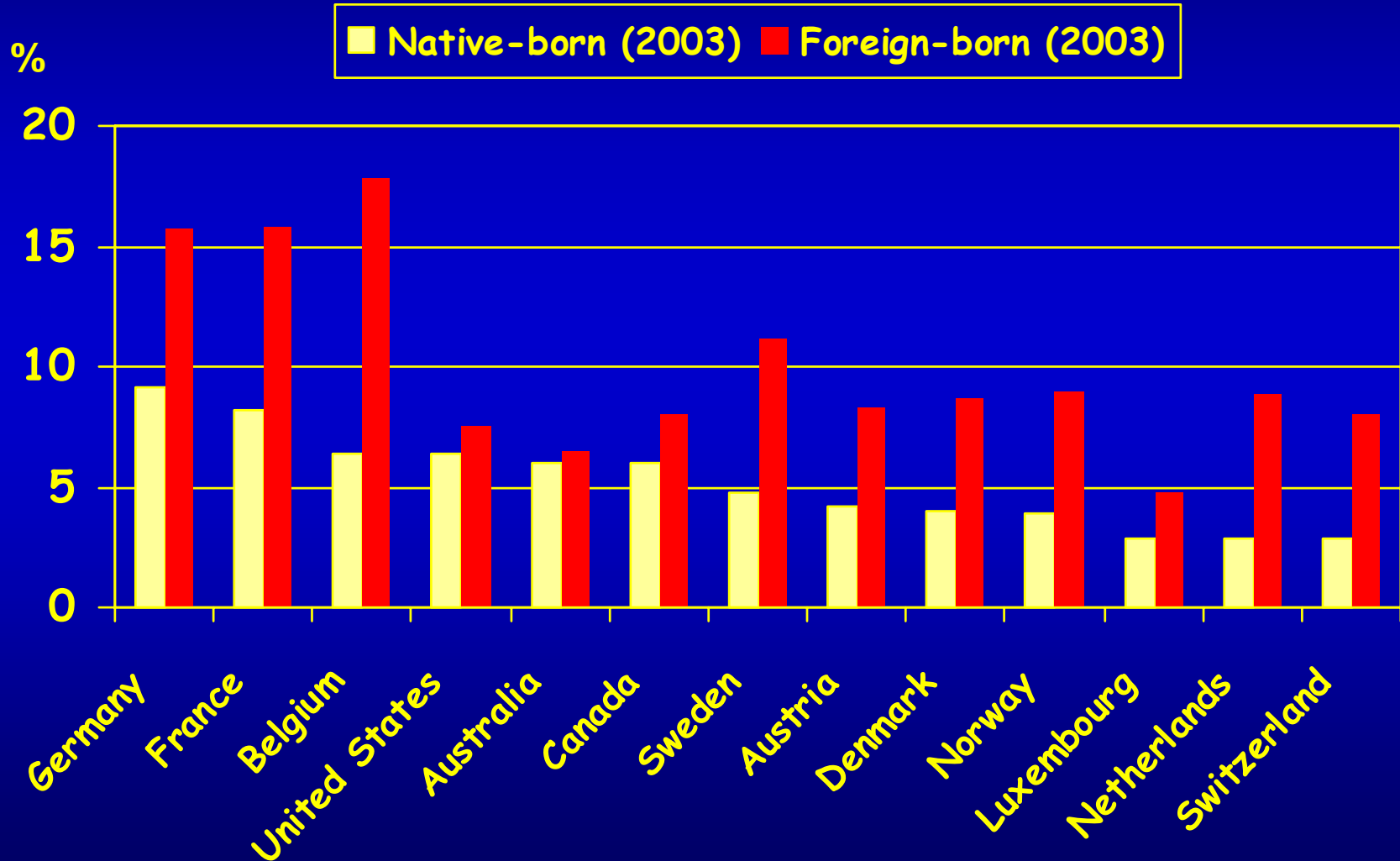
Partner countries



In the report

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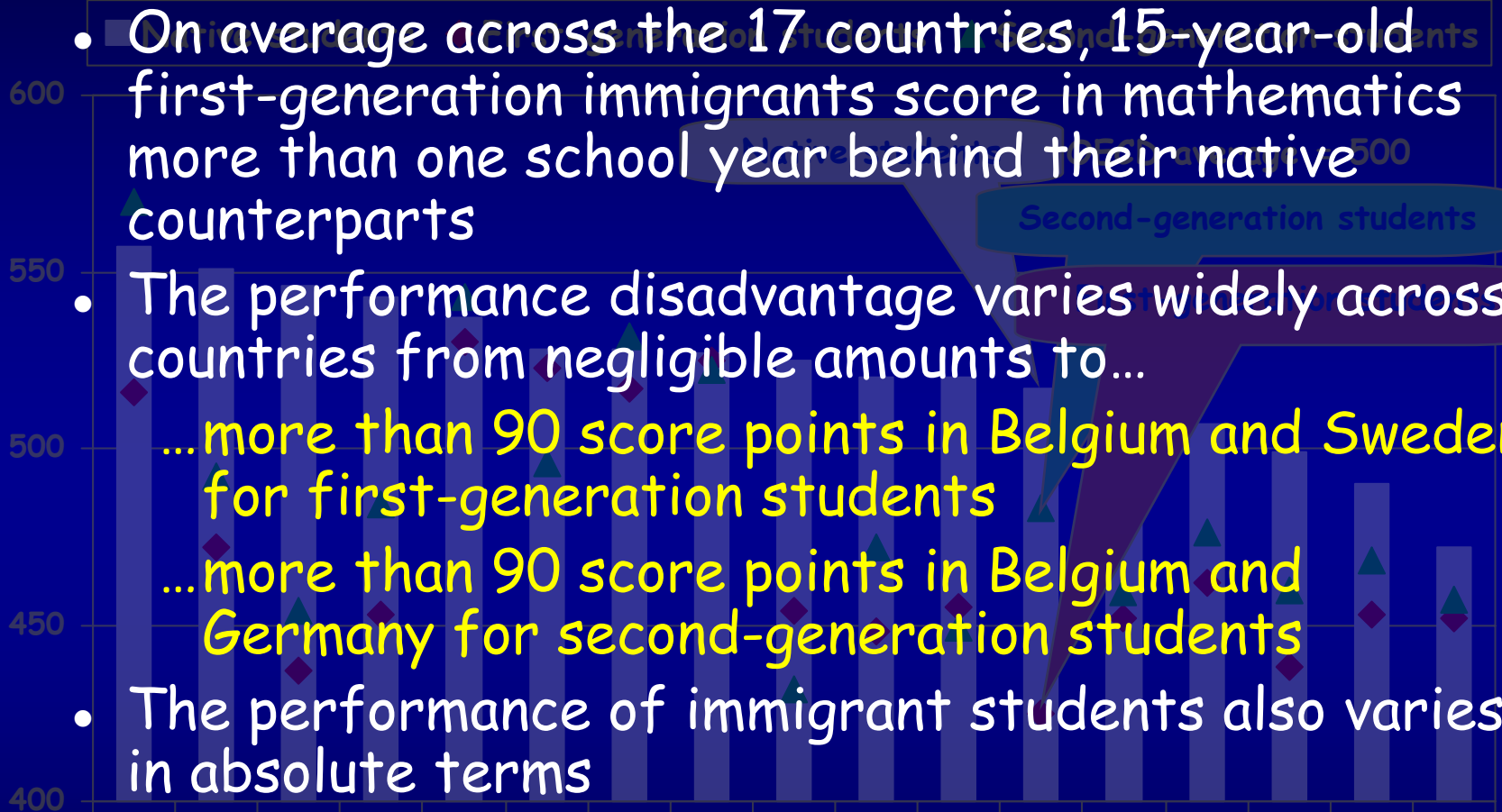
Unemployment rates by immigration background



Mathematics performance

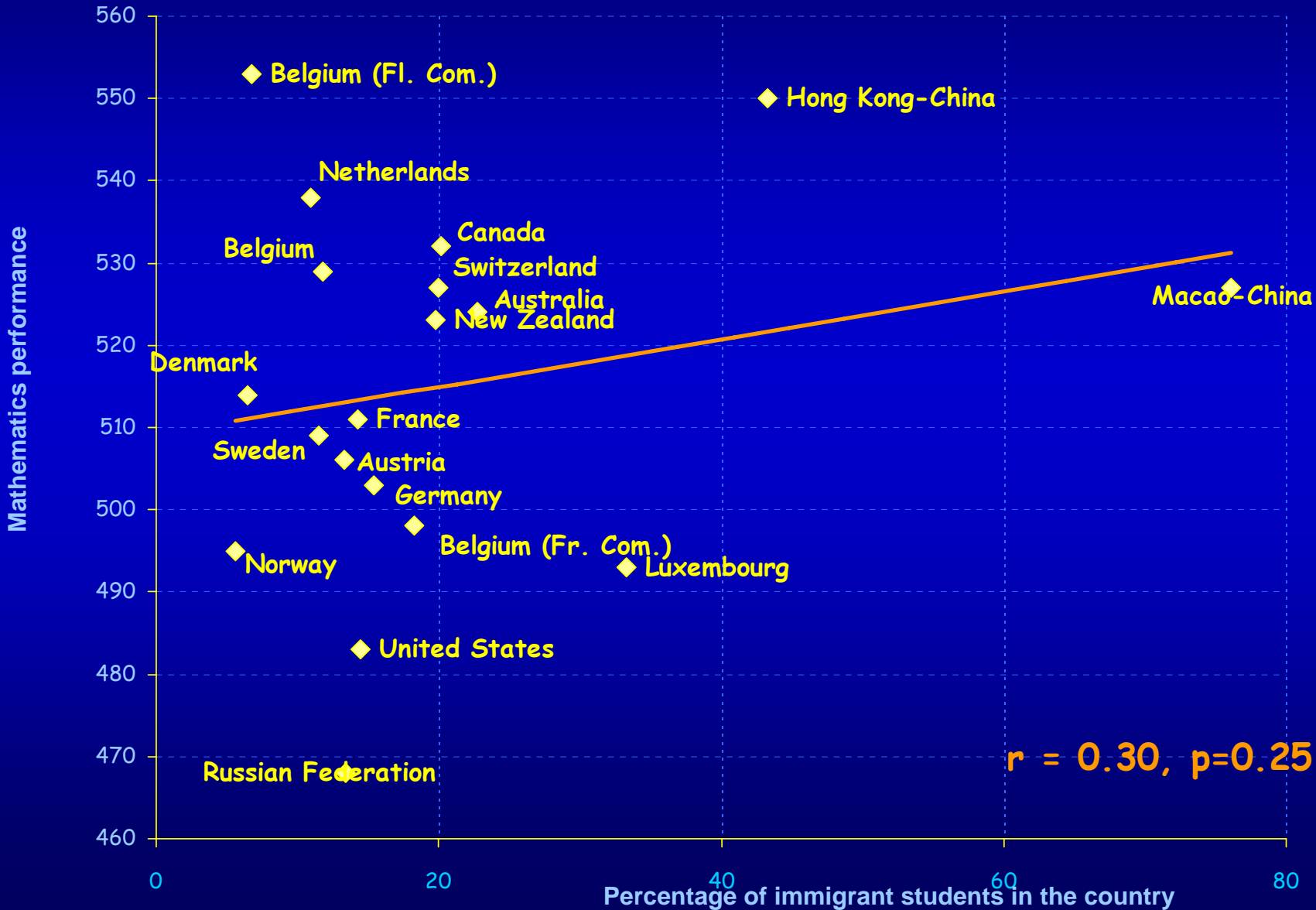
Key findings

- On average across the 17 countries, 15-year-old first-generation immigrants score in mathematics more than one school year behind their native counterparts
- The performance disadvantage varies widely across countries from negligible amounts to...
 - ...more than 90 score points in Belgium and Sweden for first-generation students
 - ...more than 90 score points in Belgium and Germany for second-generation students
- The performance of immigrant students also varies in absolute terms
 - ...with second-generation immigrants in Canada outperforming their German counterparts by 111 score points, almost equivalent to three school years

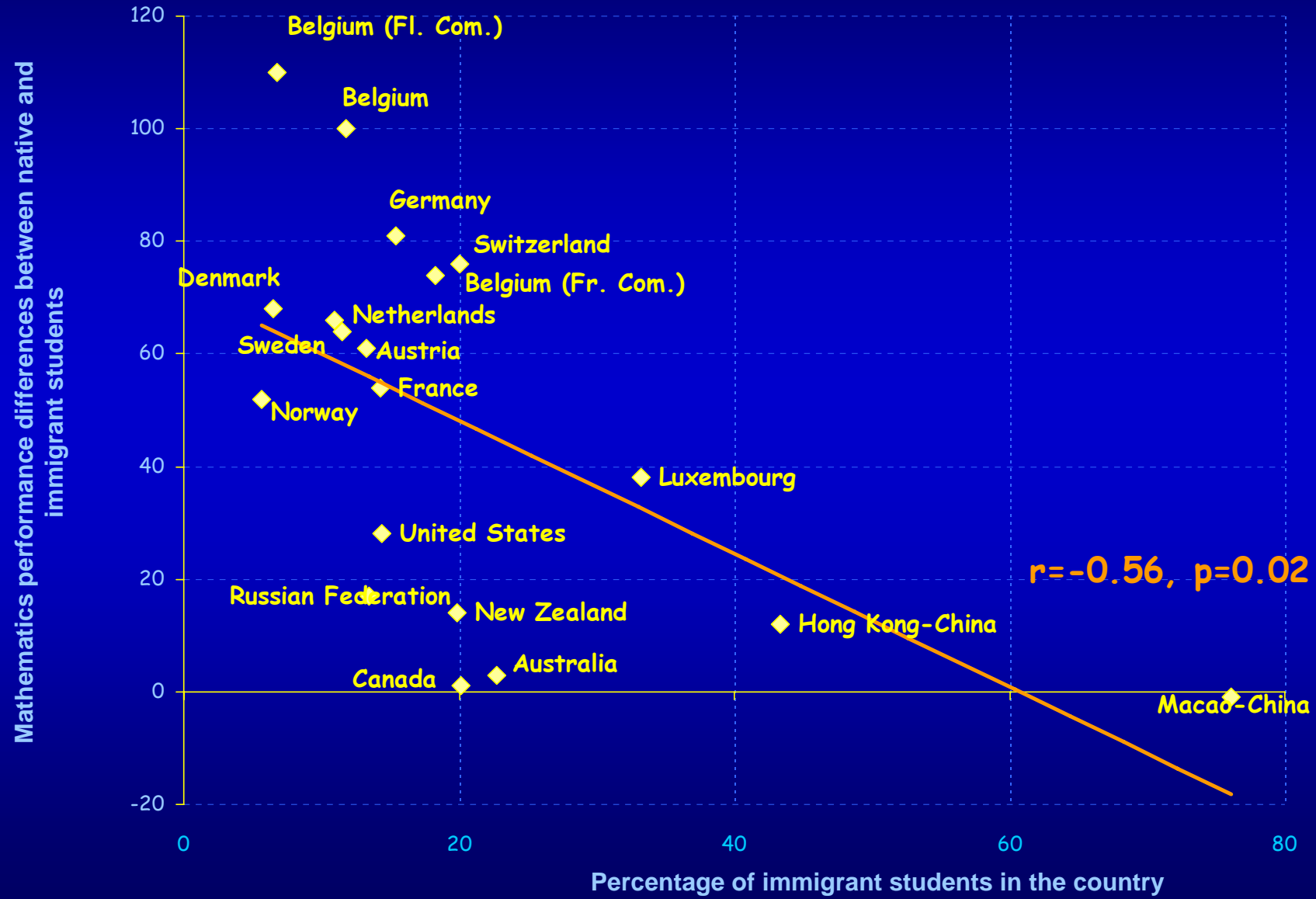




Larger immigrant populations do not imply lower overall performance



Larger immigrant populations do not imply a larger performance disadvantage for immigrants

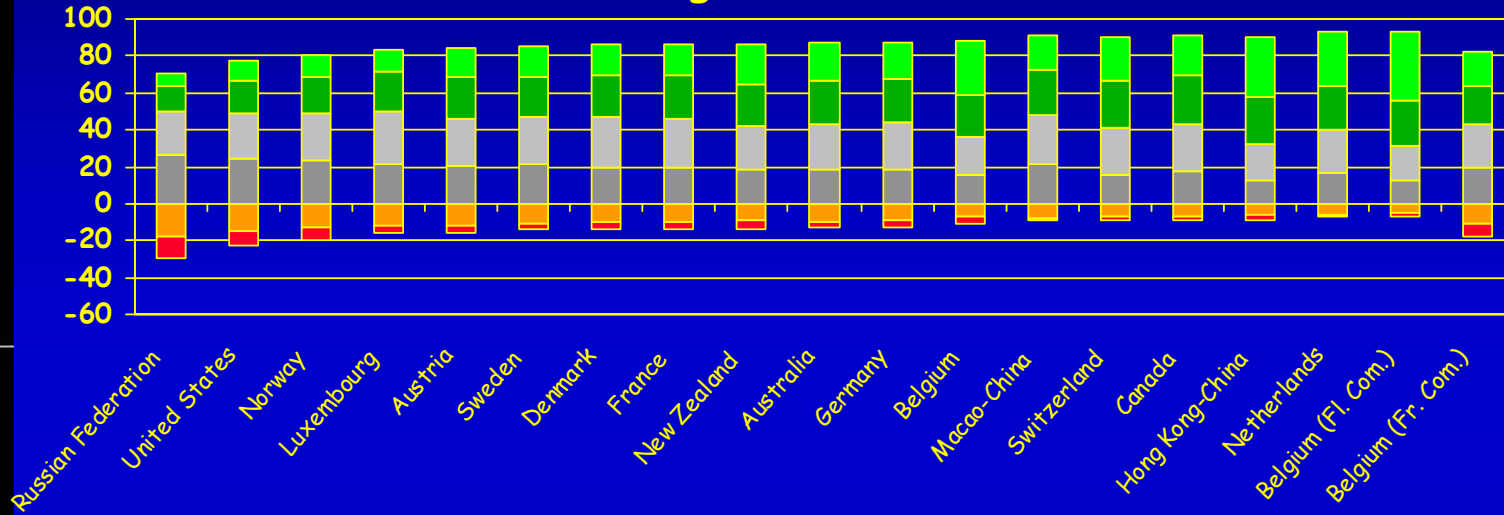


Where immigrant students succeed - A comparative review of performance and engagement in PISA 2003: Figure 3.8.

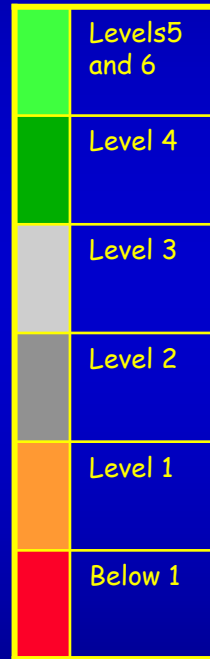
Mathematics performance by proficiency levels

In PISA Level 2 demonstrates an essential foundation of mathematics skills

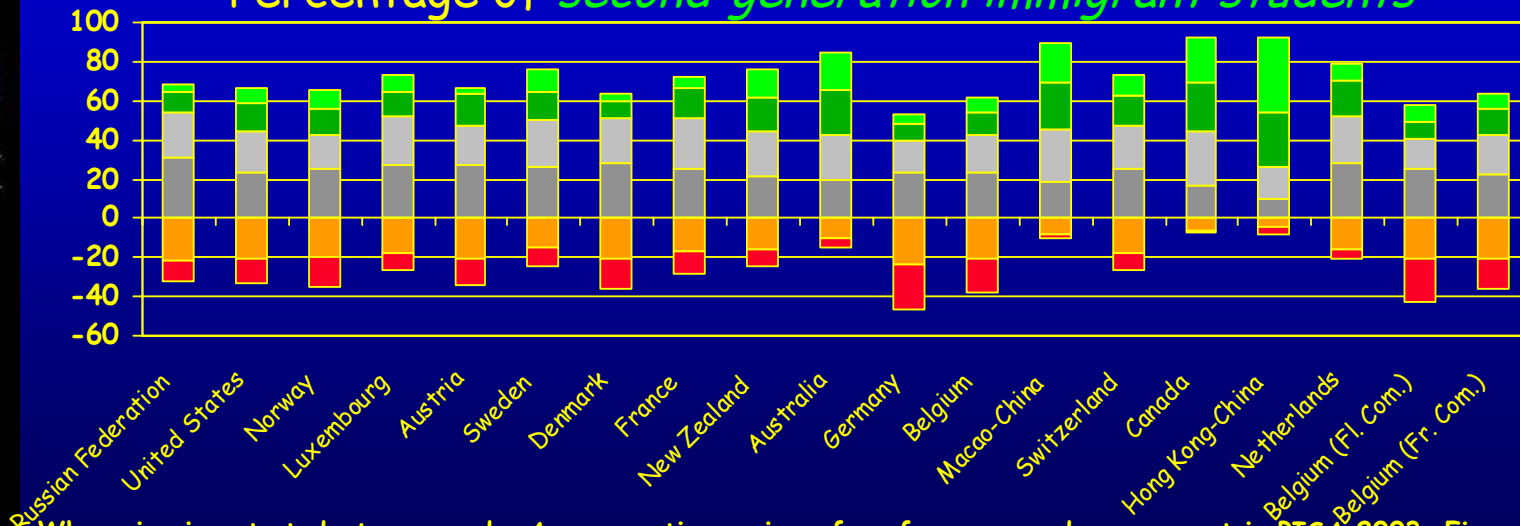
Percentage of native students



PISA Proficiency Levels



Percentage of *second-generation immigrant students*



Students' interest in and enjoyment of mathematics (OECD average)

	Native students	Second-generation immigrant students	First-generation immigrant students
I enjoy reading about mathematics.	28%	35%	41%
I look forward to my mathematics lessons.	31%	40%	47%
I do mathematics because I enjoy it.	38%	43%	48%
I am interested in the things I learn in mathematics.	52%	59%	64%

Stronger in 9 countries
Effect size 0.16

Stronger in 14 countries
Effect size 0.32

Likelihood of second-generation immigrant students expecting to complete a university-level programme (ISCED 5a, 6) compared to native students

12

Education

OCDE



OECD

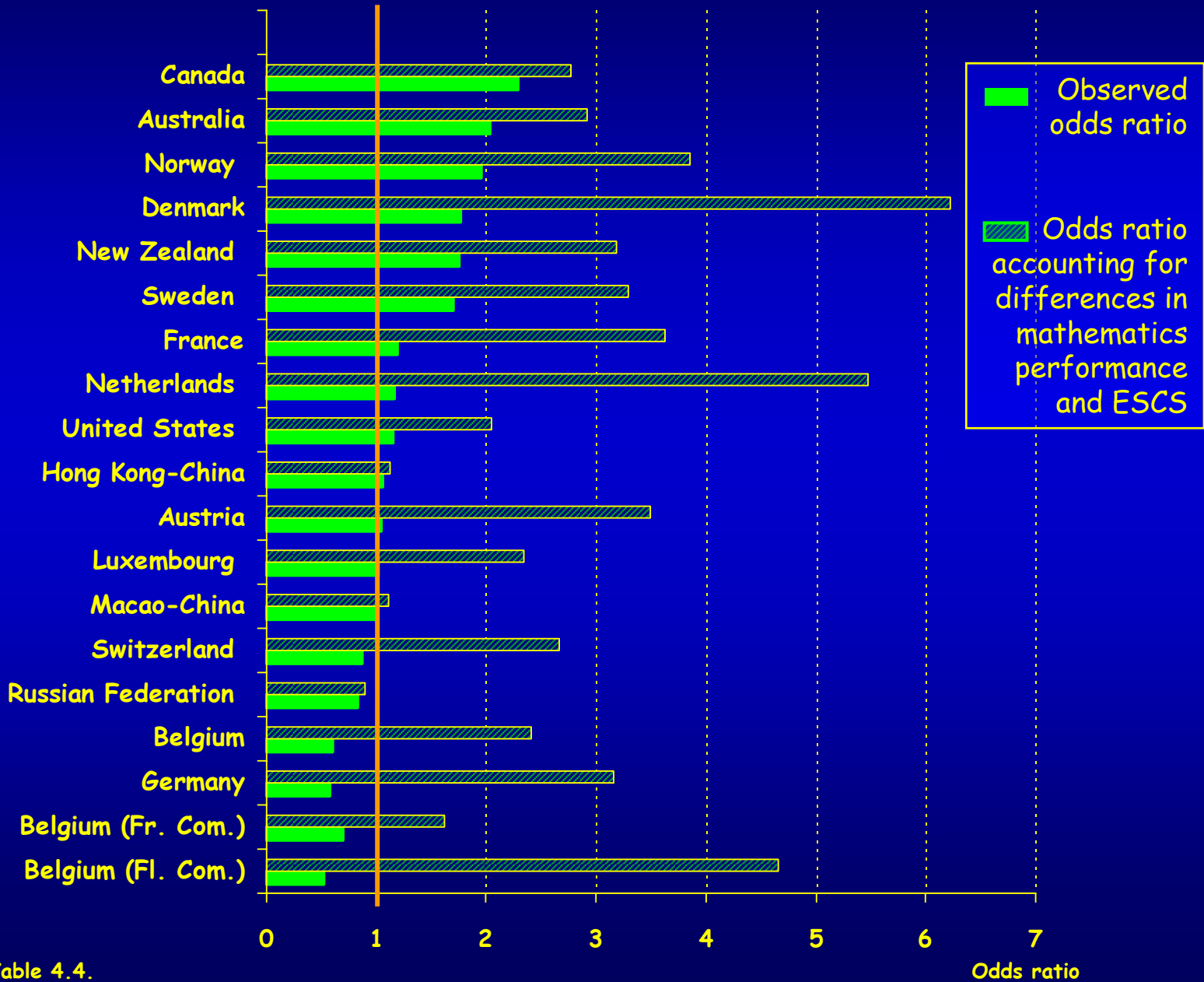


Table 4.4.

Odds ratio

Students' anxiety in mathematics (OECD average)

	Native students	Second-generation immigrant students	First-generation immigrant students
I often worry that it will be difficult for me in mathematics classes.	48%	57%	54%
I get very tense when I have to do mathematics homework.	28%	34%	31%
I get very nervous doing mathematics problems.	22%	30%	29%
I feel helpless when doing a mathematics problem.	23%	28%	26%
I worry that I will get poor marks in mathematics.	52%	62%	58%

Weaker in 9 countries
Effect size -0.24

Weaker in 8 countries
Effect size -0.11

Students' attitudes towards school (OECD average)

	Native students	Second-generation immigrant students	First-generation immigrant students
School has done little to prepare me for adult life when I leave school.	30%	29%	33%
School has been a waste of time.	9%	7%	8%
School helped give me confidence to make decisions.	70%	75%	77%
School has taught me things which could be useful in a job.	89%	91%	91%

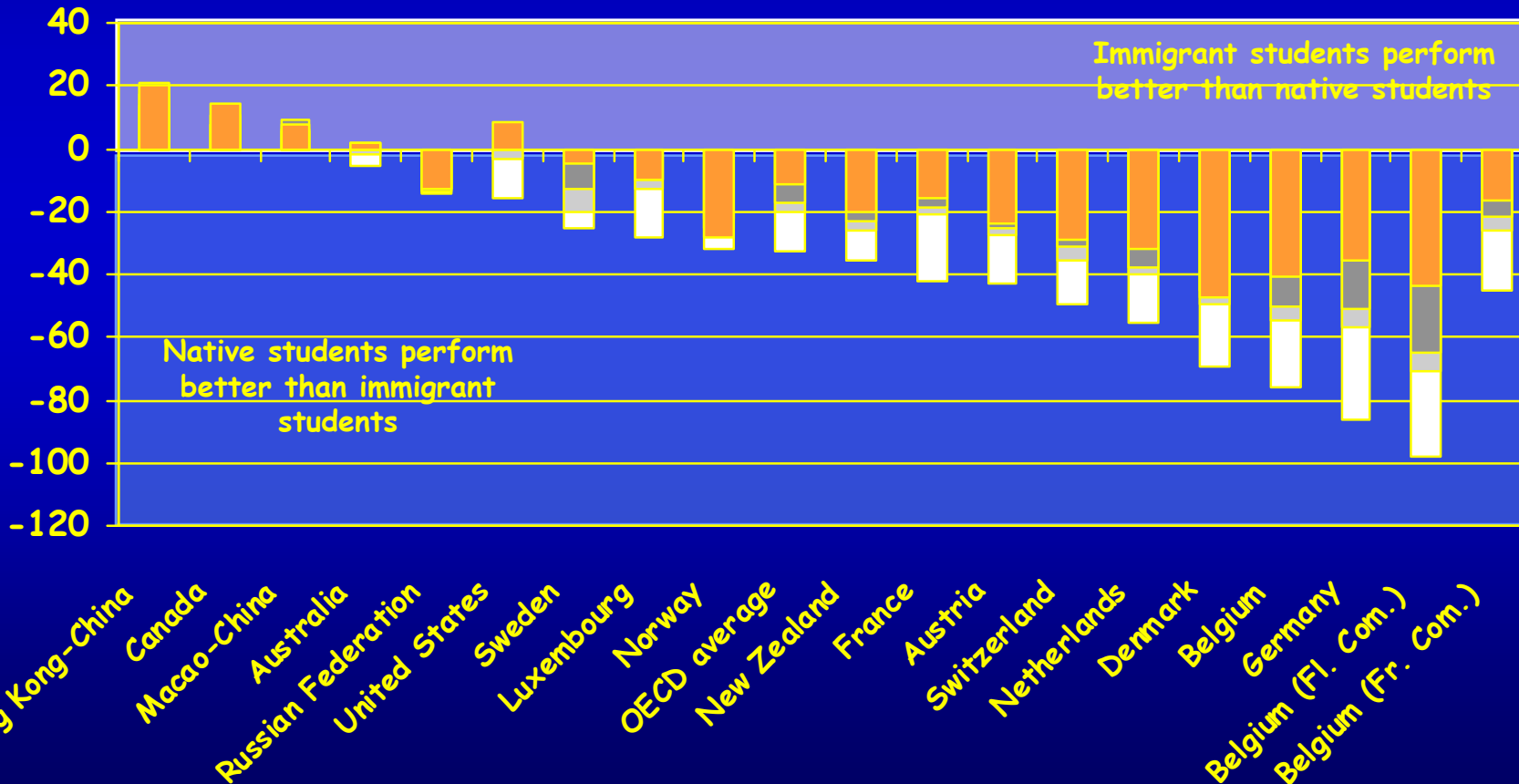
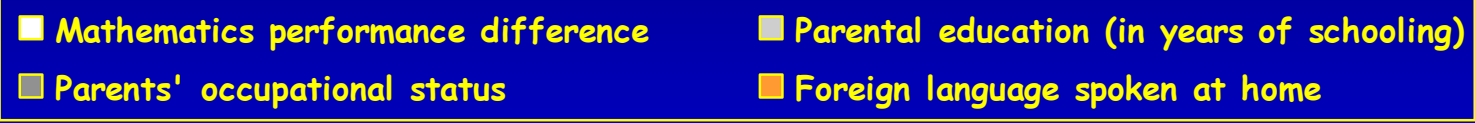
Stronger in 8 countries
Effect size 0.17

Stronger in 11 countries
Effect size 0.23

Performance differences in mathematics

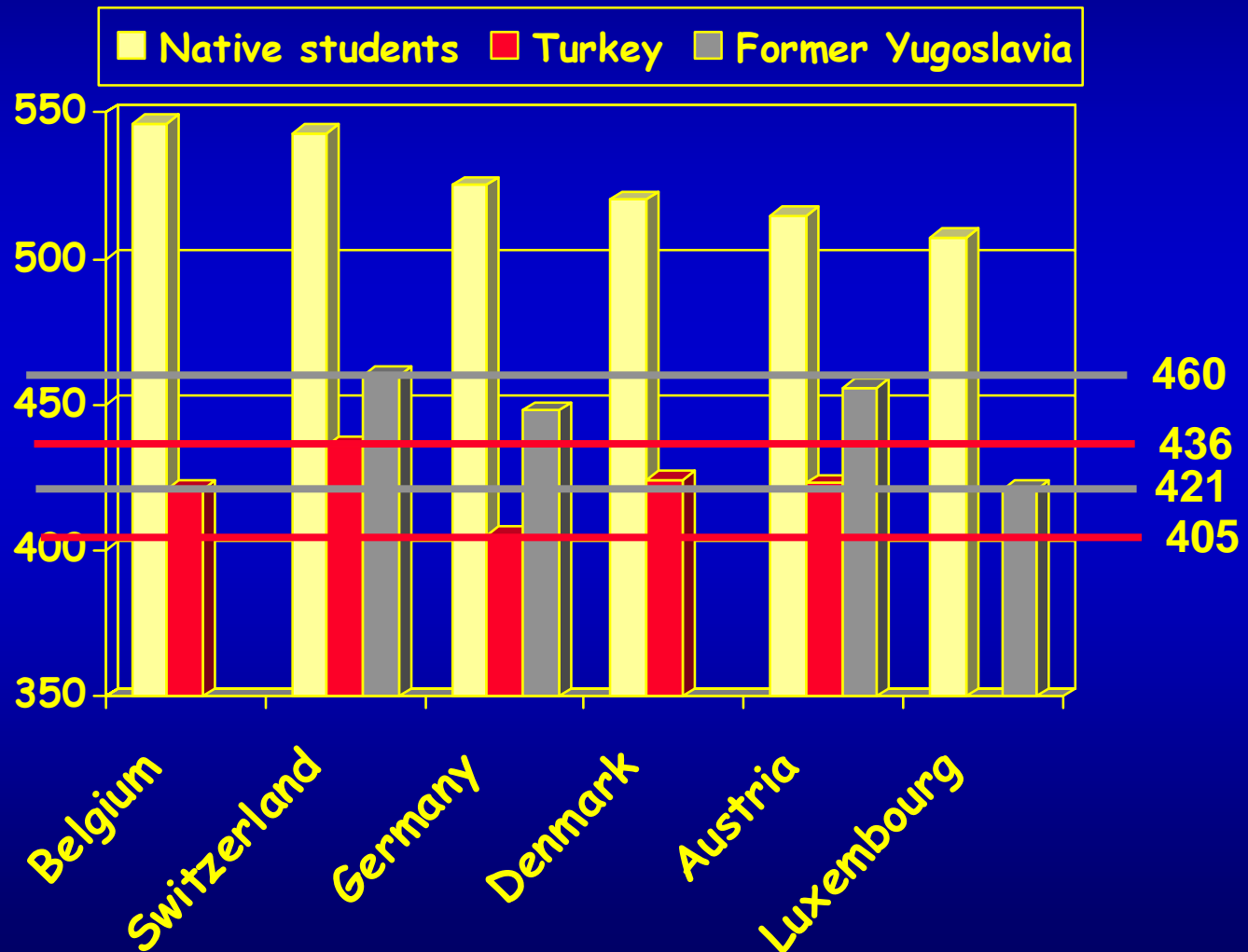
Native students versus **second-generation immigrant students**

PISA score point difference

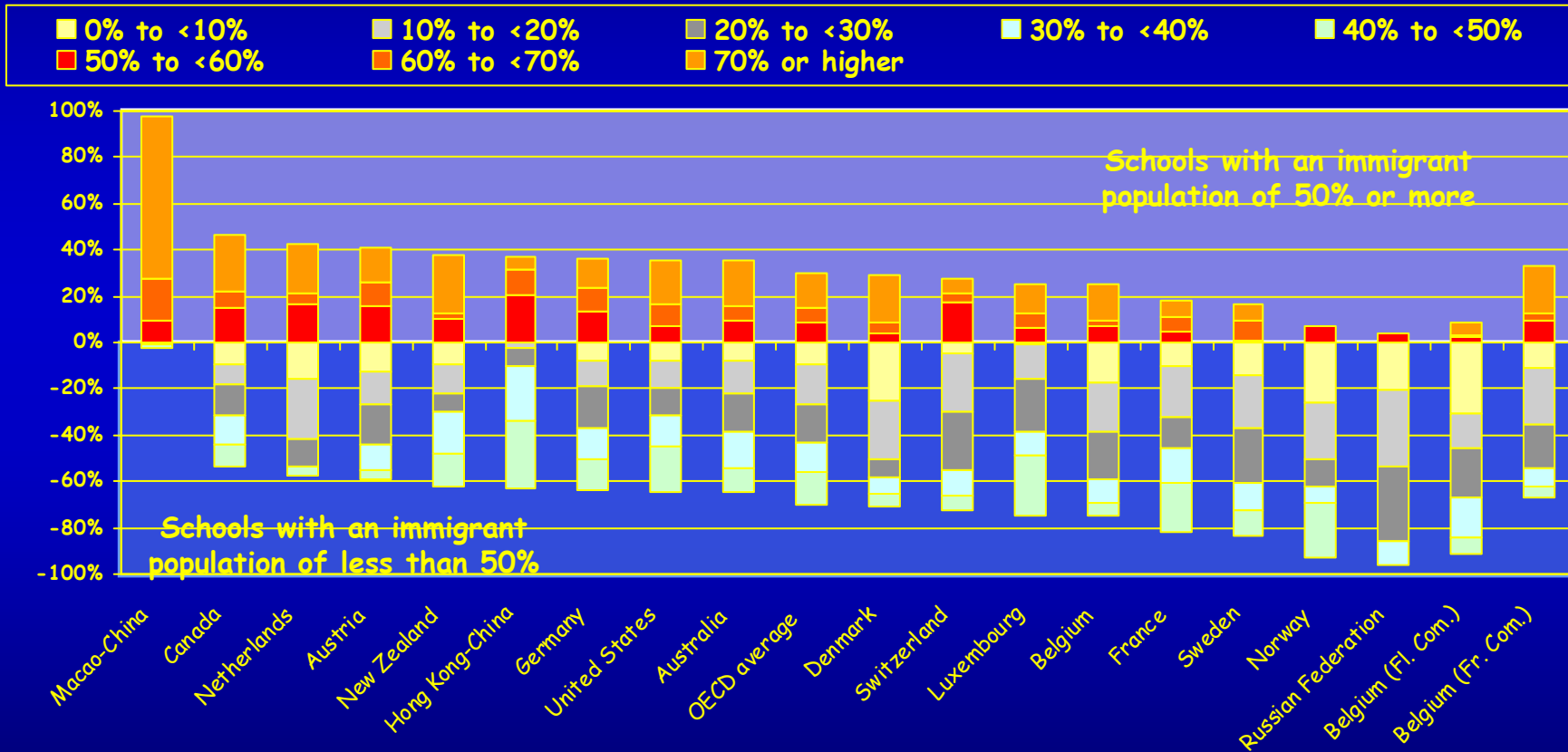


Performance of immigrant students whose families came from Turkey or the former Yugoslavia

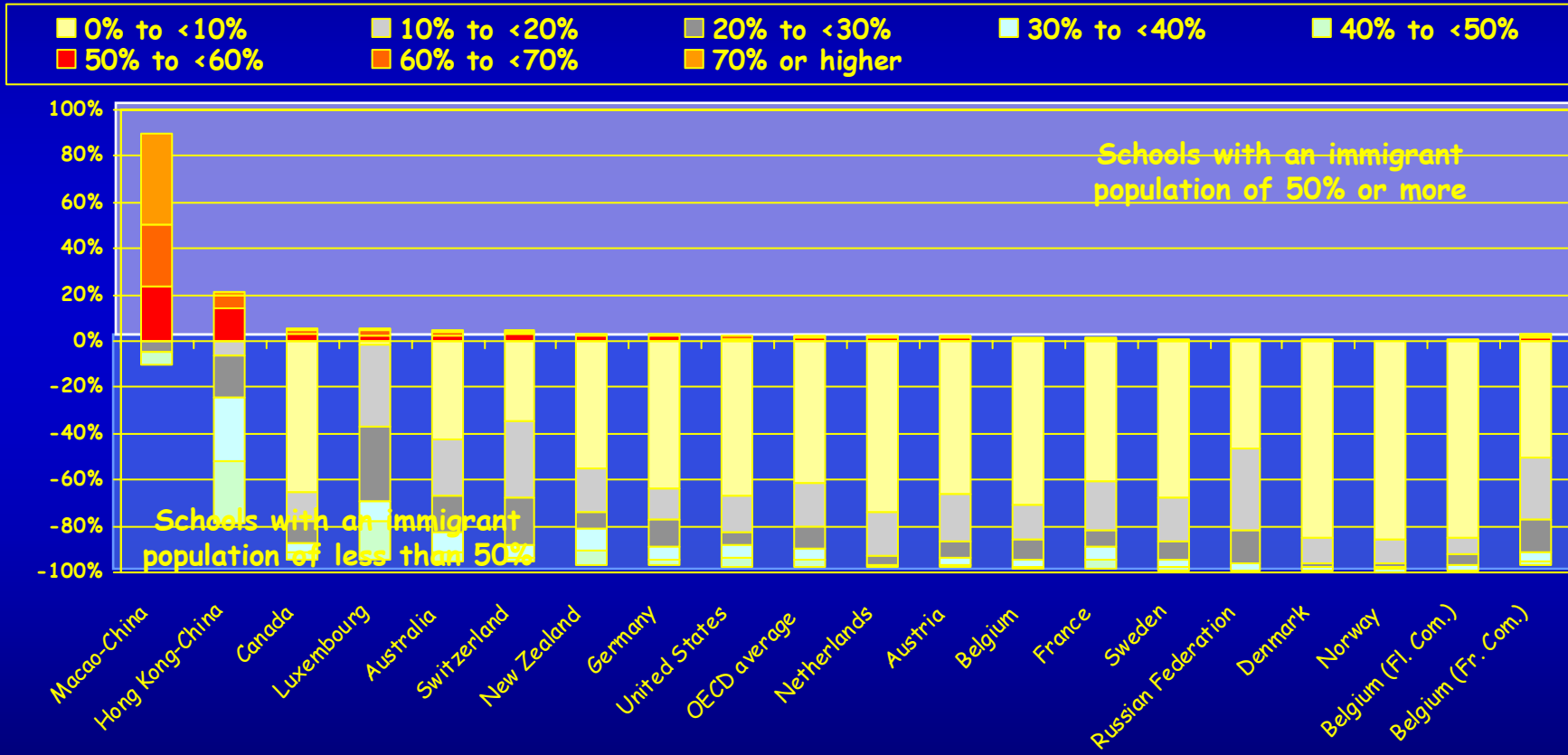
Performance on the PISA mathematics scale



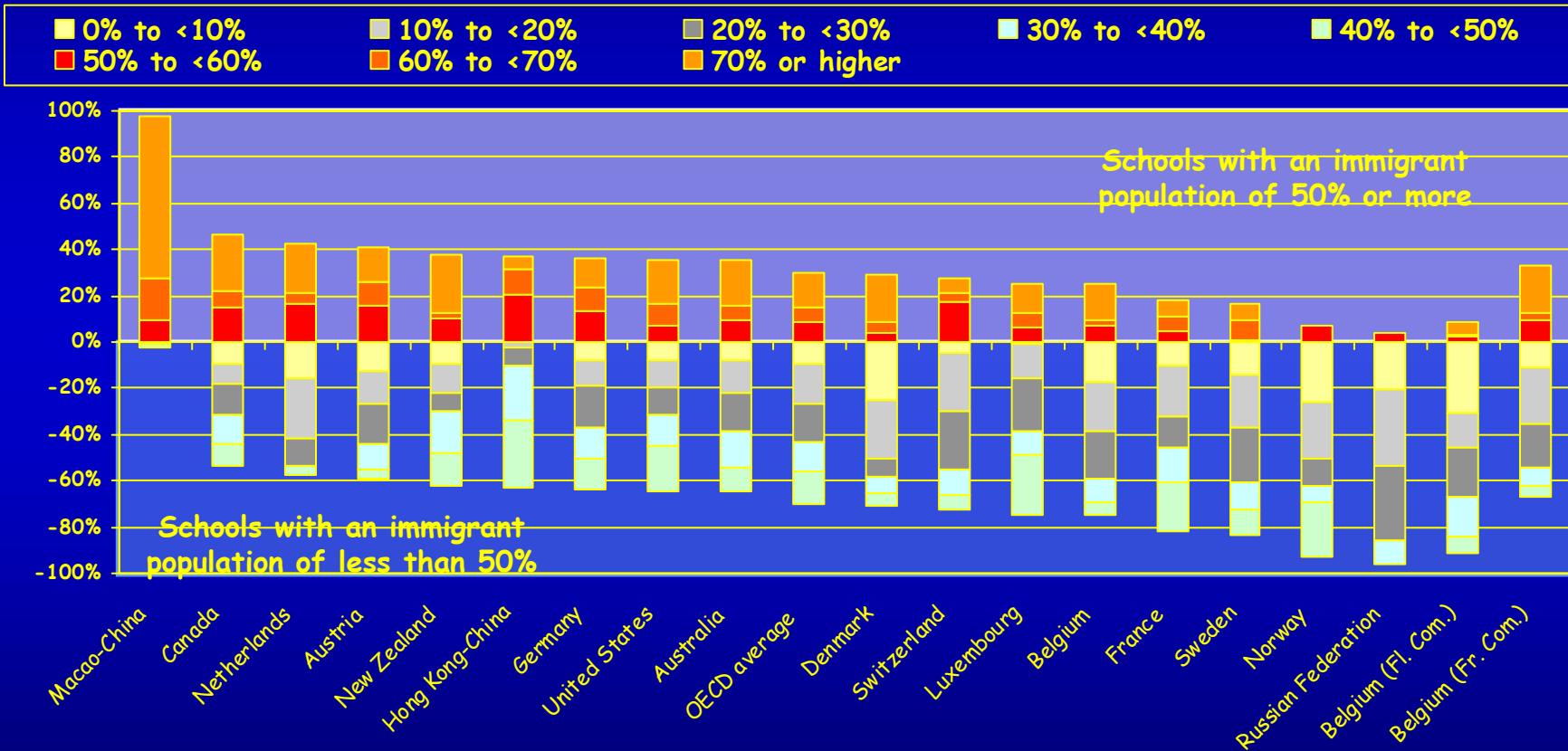
Percentage of second-generation immigrant students in schools with different proportions of immigrant students



Percentage of native students in schools with different proportions of immigrant students



Percentage of second-generation immigrant students in schools with different proportions of immigrant students



Characteristics of schools attended by immigrant students compared to schools attended by native students

	School social intake	Student-related factors	Teacher-related factors	Disciplinary climate	Teacher morale and	School's physical	Teacher	Student/	School's educatio	Teacher support
Australia	0	0	0	0						
Austria	--	--	--	--						
Belgium	--	--								
Canada	++	0								
Denmark	--	--	--							
France	--	w	w							
Germany	--	--	0	--						
Luxembourg	--	--	--	--						
Netherlands	--	--	-	--						
New Zealand	0	++	0	+						
Norway	0	0	0	0						
Sweden	--	--	--	--						
Switzerland	--	--	-	--						
United States	--	--	0	-						
Hong Kong-China	--	0	0	0						
Macao-China	--	--	--	++						
Russian Federation	0	0	0	-	0	0	0	0	0	0

School principals judgements on the extent to which learning is hindered by

- student absenteeism
- disruption of classes by students
- students skipping classes
- students lacking respect for teachers
- students use of alcohol and drugs
- students intimidating or bullying other students

Table 3.9.

Characteristics of schools attended by immigrant students compared to schools attended by native students

	School social intake	Student-related factors	Teacher-related factors	Disciplinary climate	Teacher morale and	School's physical	Teacher	Student/	School's educatio	Teacher support
Australia	0	0	0	0						
Austria	--	--	--	--						
Belgium	--	--	--	--						
Canada	++	0	-	-						
Denmark	--	--	--	--						
France	--	w	w	-						
Germany	--	--	0	--						
Luxembourg	--	--	--	--						
Netherlands	--	--	-	--						
New Zealand	0	++	0	+						
Norway	0	0	0	0						
Sweden	--	--	--	--						
Switzerland	--	--	-	--						
United States	--	--	0	-						
Hong Kong-China	--	0	0	0						
Macao-China	--	--	--	++						
Russian Federation	0	0	0	-						

School principals judgements on the extent to which learning is hindered by

- teachers low expectations of students
- poor student-teacher relations
- teachers not meeting individual students needs
- teacher absenteeism
- staff resisting change
- teachers being too strict with students
- students not being encouraged to achieve their full potential

Table 3.9.

Characteristics of schools attended by immigrant students compared to schools attended by native students

	School social intake	Student-related factors	Teacher-related factors	Disciplinary climate	Teacher morale and commitment	School's physical environment	Teacher workload	Student/teacher ratio	School's educational resources	Teacher support
Australia	0	0	0	0	0	0	0	0	0	0
Austria	--	--	--	--	0	0	0	0	0	0
Belgium	--	--	--	--	0	0	0	0	0	0
Canada	++	0	-	0	0	0	0	0	0	0
Denmark	--	--	--	0	0	0	0	0	0	0
France	--	w	w	-	0	0	0	0	0	0
Germany	--	--	0	--	0	0	0	0	0	0
Luxembourg	--	--	--	--	0	0	0	0	0	0
Netherlands	--	--	-	--	0	0	0	0	0	0
New Zealand	0	++	0	+	0	0	0	0	0	0
Norway	0	0	0	0	0	0	0	0	0	0
Sweden	--	--	--	--	0	0	0	0	0	0
Switzerland	--	--	-	--	0	0	0	0	0	0
United States	--	--	0	-	0	0	0	0	0	0
Hong Kong-China	--	0	0	0	0	0	0	0	0	0
Macao-China	--	--	--	++	0	0	0	0	0	0
Russian Federation	0	0	0	-	0	0	0	0	0	0

Students reports on

- students don't listen to what the teacher says
- there is noise and disorder
- the teacher has to wait a long time for the students to quieten down
- students cannot work well
- students don't start working for a long time before the lessons begin

Table 3.9.

Characteristics of schools attended by immigrant students compared to schools attended by native students

	School social intake	Student-related factors	Teacher-related factors	Disciplinary climate	Teacher morale and commitment
Australia	0	0	0	0	0
Austria	--	--	--	--	--
Belgium	--	--	--	--	--
Canada	++	0	-	0	0
Denmark	--	--	--	0	--
France	--	w	w	-	w
Germany	--	--	0	--	0
Luxembourg	--	--	--	--	++
Netherlands	--	--	-	--	0
New Zealand	0	++	0	+	+
Norway	0	0	0	0	0
Sweden	--	--	--	--	0
Switzerland	--	--	-	--	--
United States	--	--	0	-	0
Hong Kong-China	--	0	0	0	0
Macao-China	--	--	--	++	0
Russian Federation	0	0	0	-	0

School principals judgements on the extent to which learning is hindered by

- the moral of teachers is high in this school
- teachers work with enthusiasm
- teachers take pride in this school
- teachers value academic achievement

Table 3.9.

Further information

- www.pisa.oecd.org
 - All national and international publications
 - The complete micro-level database
- email: pisa@oecd.org
- Andreas.Schleicher@OECD.org

... and remember:

Without data, you are just another person with an opinion