

Organisation for Economic Co-operation and Development (OECD)

# Where immigrant students succeed

A comparative review of performance and engagement in PISA 2003

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# Key Issues

- Policy attention on addressing challenges of integration
  - Schools can play a central role in integration processes
    - Overcoming language barriers
    - Transmission of norms and values
    - Preparation for school-work transitions
  - PISA provides internationally comparative data on cognitive and non-cognitive learning outcomes of immigrant students at the age of 15...
    - Comparison with native peers
    - Comparison with immigrant student populations across countries
- ... and thus provides opportunities to review policies and practices in this area

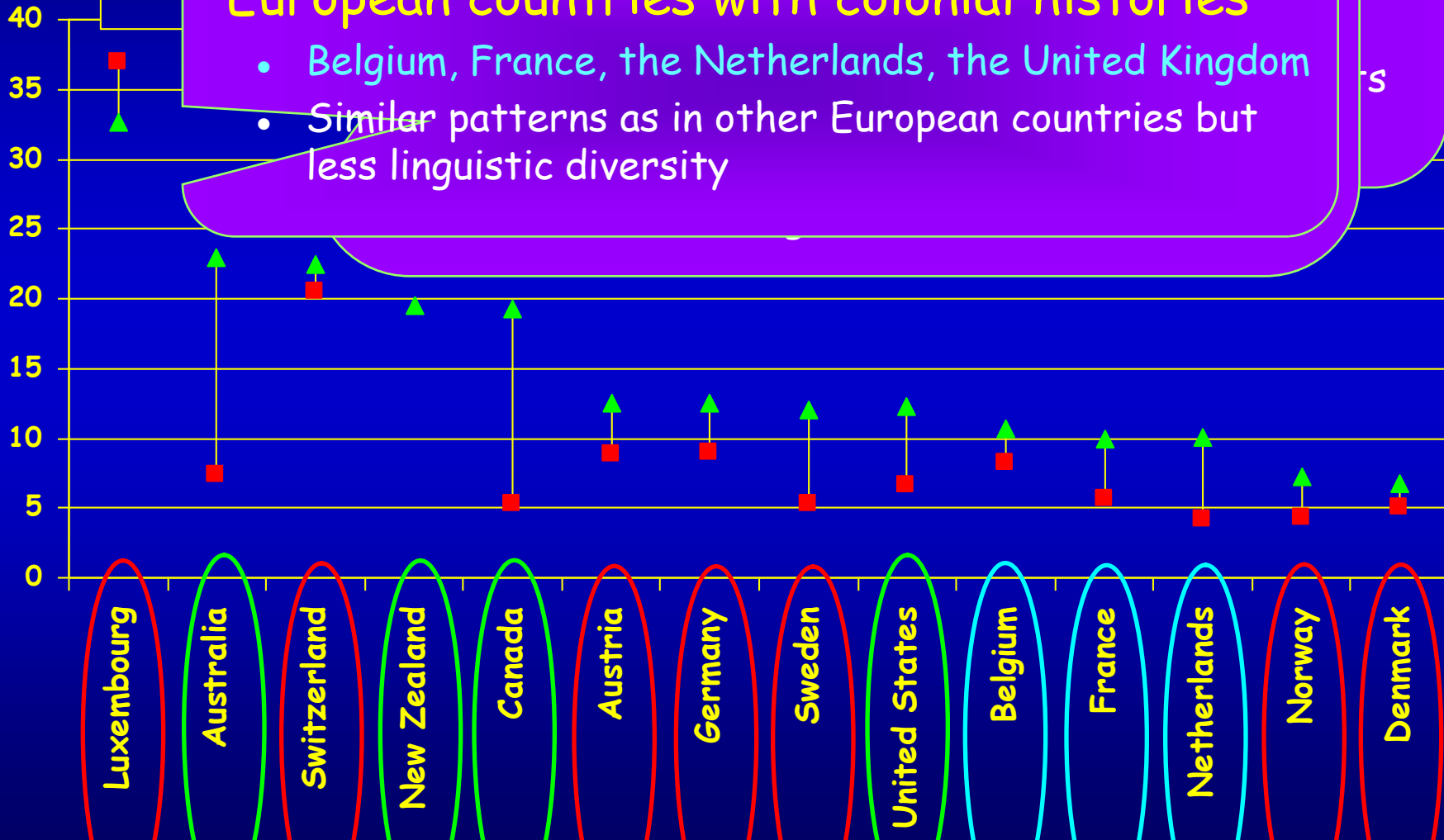


# European countries with post-war labour recruitment

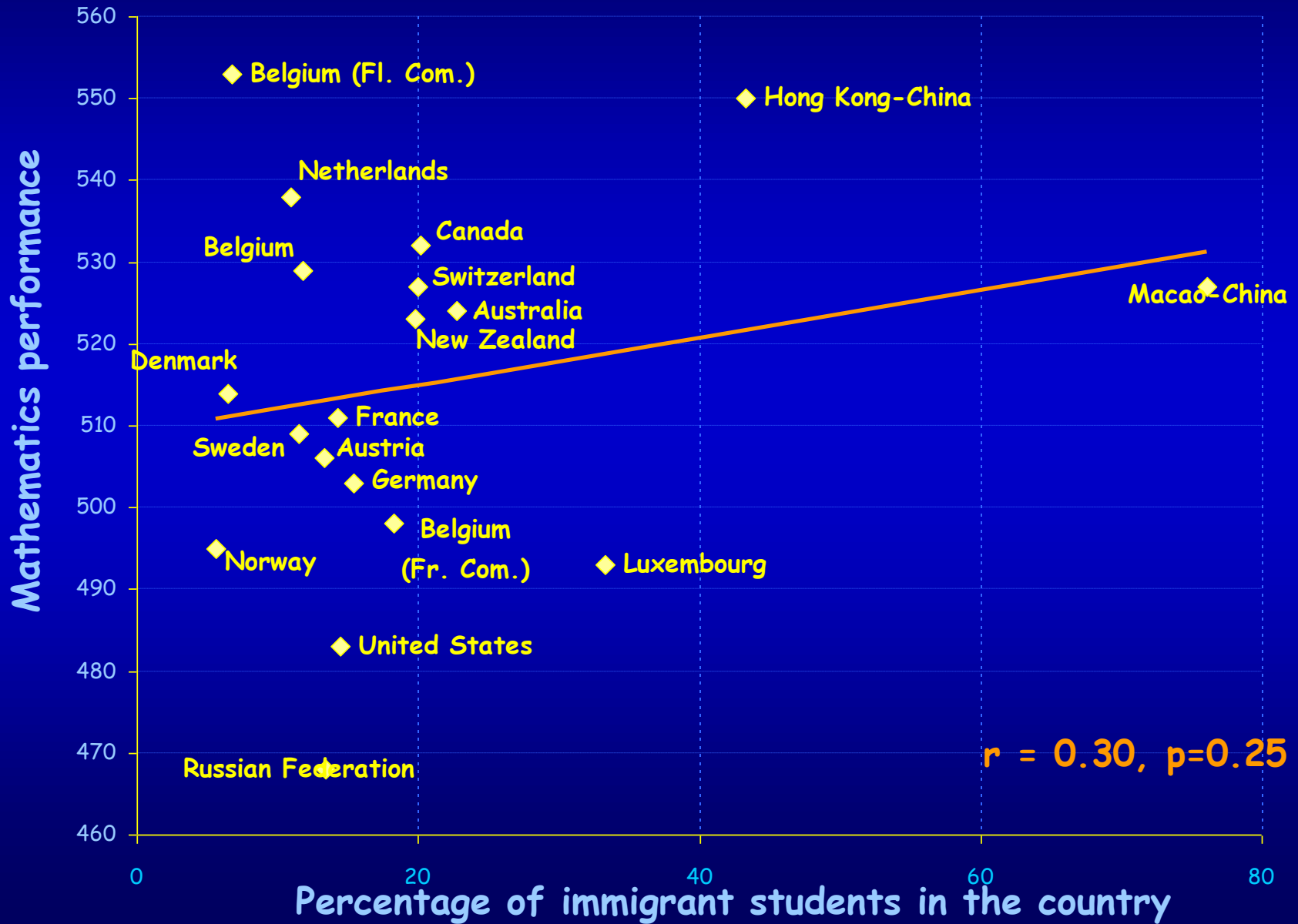
- Austria, Denmark, Germany, Luxembourg,

# European countries with colonial histories

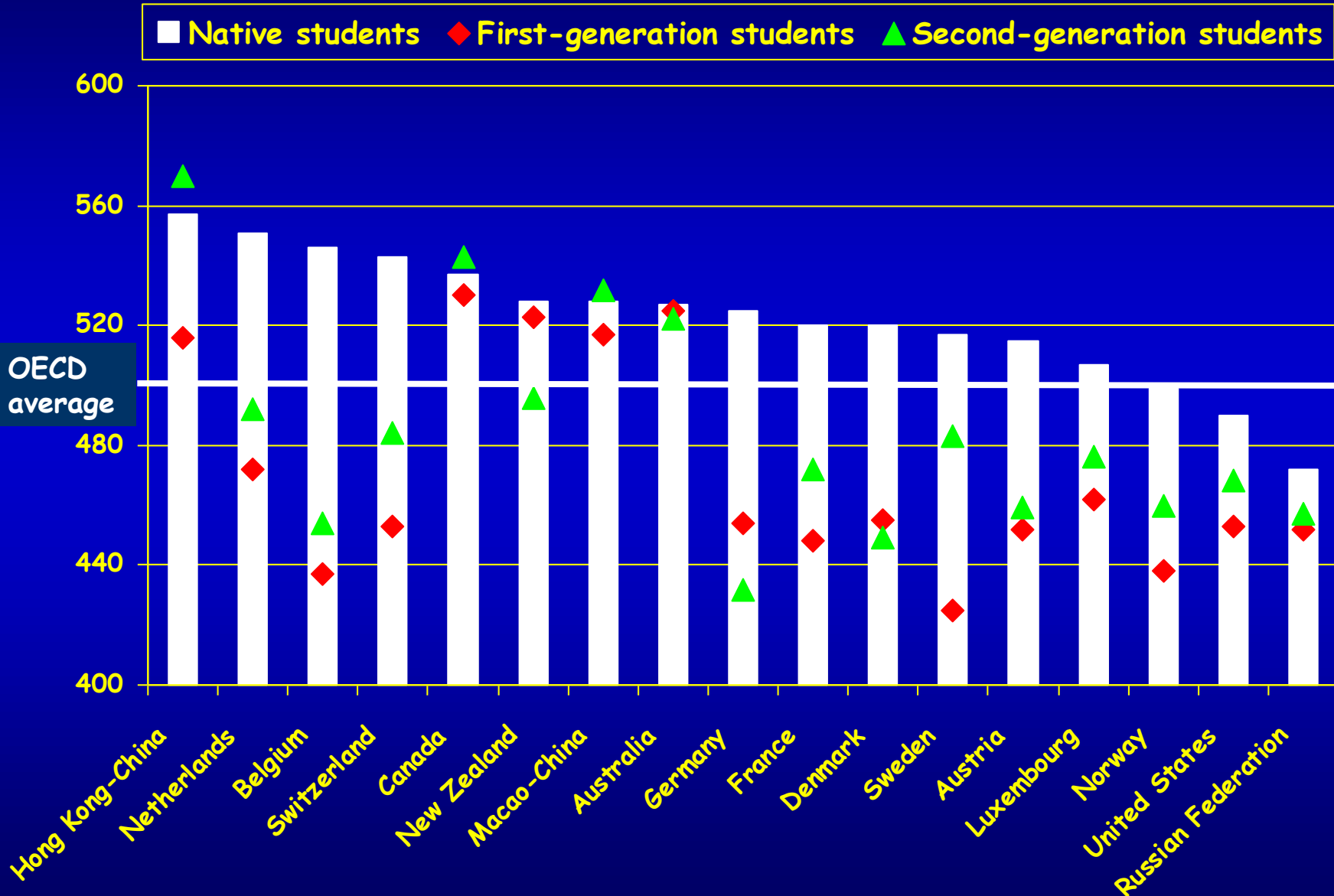
- Belgium, France, the Netherlands, the United Kingdom
- Similar patterns as in other European countries but less linguistic diversity



# Larger immigrant populations do not imply lower overall performance



# Mathematics performance (PISA 2003)



Where immigrant students succeed - A comparative review of performance and engagement in PISA 2003: Figure 2.2a.



## □ Key findings

- On average across the 17 countries, the PISA mathematics scores for 15-year-old first-generation immigrants indicate that they are 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

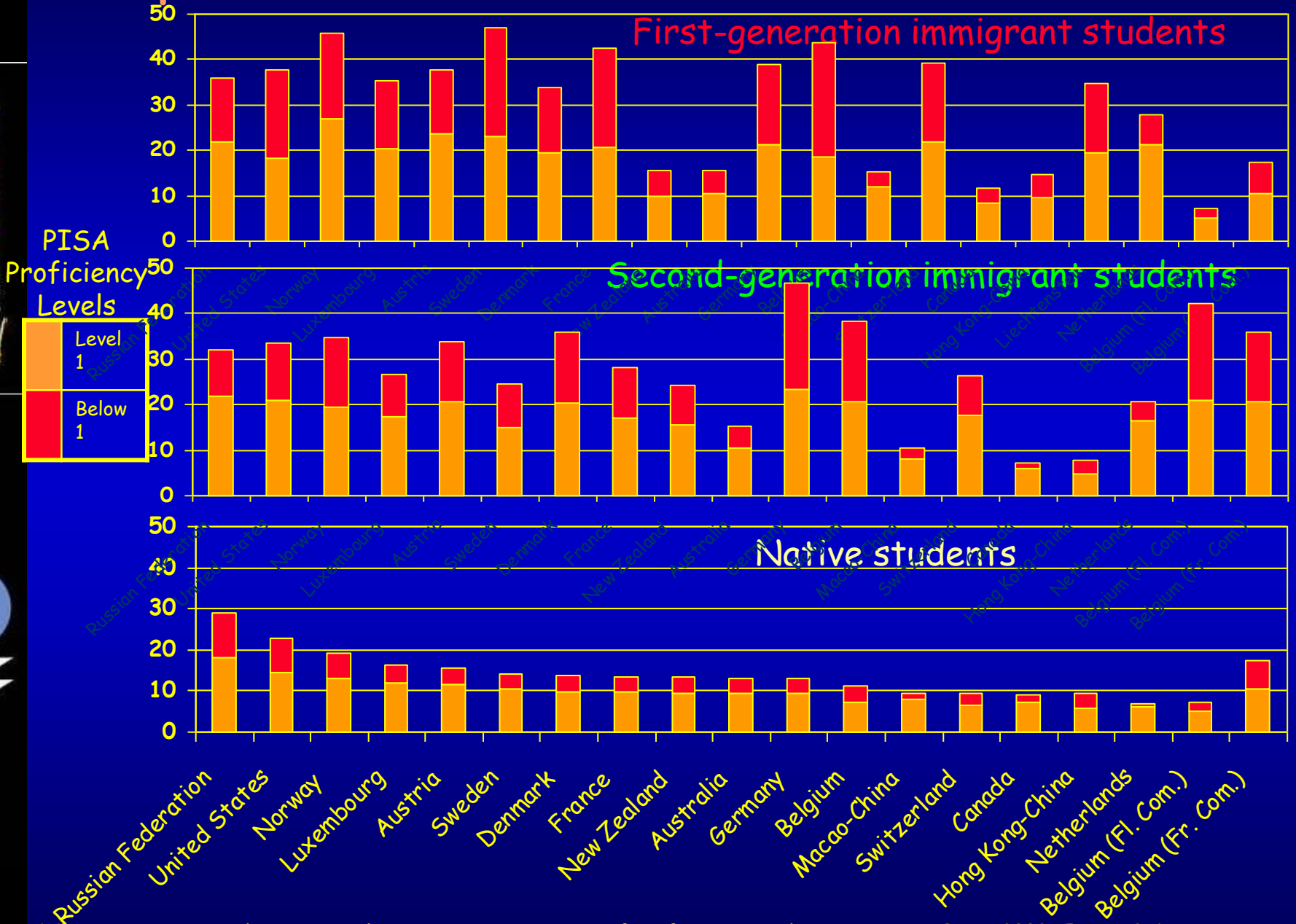


# Low performers in PISA 2003 mathematics

Education

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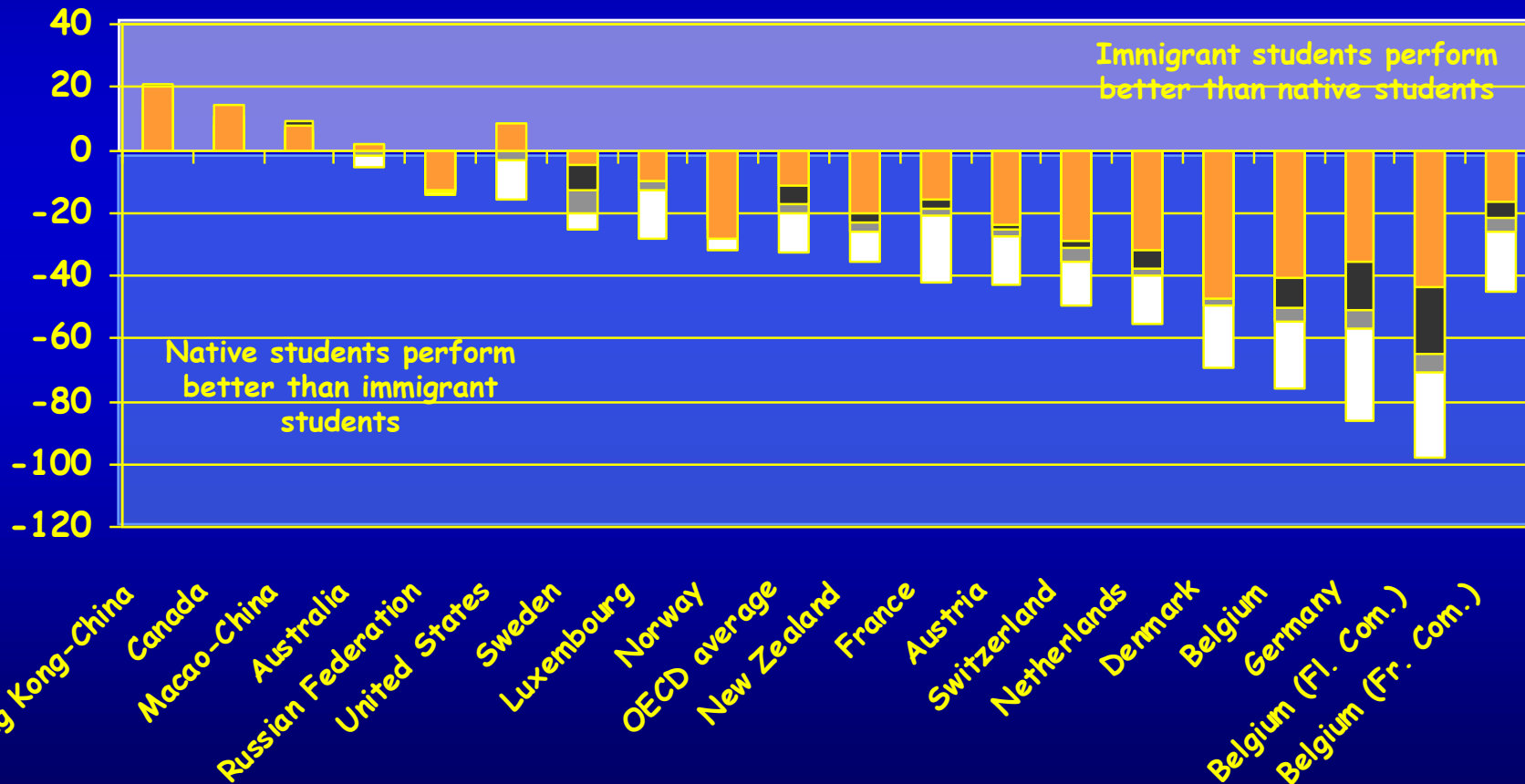
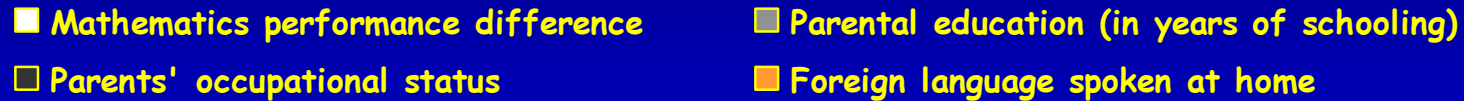


Where immigrant students succeed - A comparative review of performance and engagement in PISA 2003: Figure 2.4a.

# To what extent do student characteristics explain performance differences?

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

PISA score point difference



# Do immigrant students attend schools with particular characteristics?

What do school principals report?

What do students report?

Effective instruction is hindered by:

student absenteeism  
disruption of classes by students

students skipping classes

students not respecting lessons

students' use of alcohol and drugs

students intimidating or bullying other students

there is noise and disorder

teachers' low expectations of the students

the teacher has to wait a long time for relations to quieten down

teachers not meeting individual students' needs work well

teacher absenteeism students don't start working for a long time before the lessons begin

students not being encouraged to achieve their full potential

	School social intake	Student-related factors	Teacher-related factors	Disciplinary climate
Australia	0	0	0	0
Austria	--	--	--	--
Belgium	--	--	--	--
Canada	++	0	-	0
Denmark	--	--	--	0
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	-

# 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%

Express more interest in 9 countries  
Effect size 0.16

Express more interest in 14 countries  
Effect size 0.32

# Students' instrumental motivation in learning mathematics (OECD average)

	Native students	Second-generation immigrant students	First-generation immigrant students
Making an effort in mathematics is worth it because it will help me in work I want to do later.	74%	76%	79%
Learning mathematics is worthwhile because it will improve my career prospects.	76%	80%	81%
Mathematics is an important subject because I need it for what I want to study later on.	62%	67%	71%
I will learn many things in mathematics that will help me get a job.	69%	73%	76%

Report higher motivation in 10 countries

Effect size 0.14

Report higher motivation in 12 countries

Effect size 0.25

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

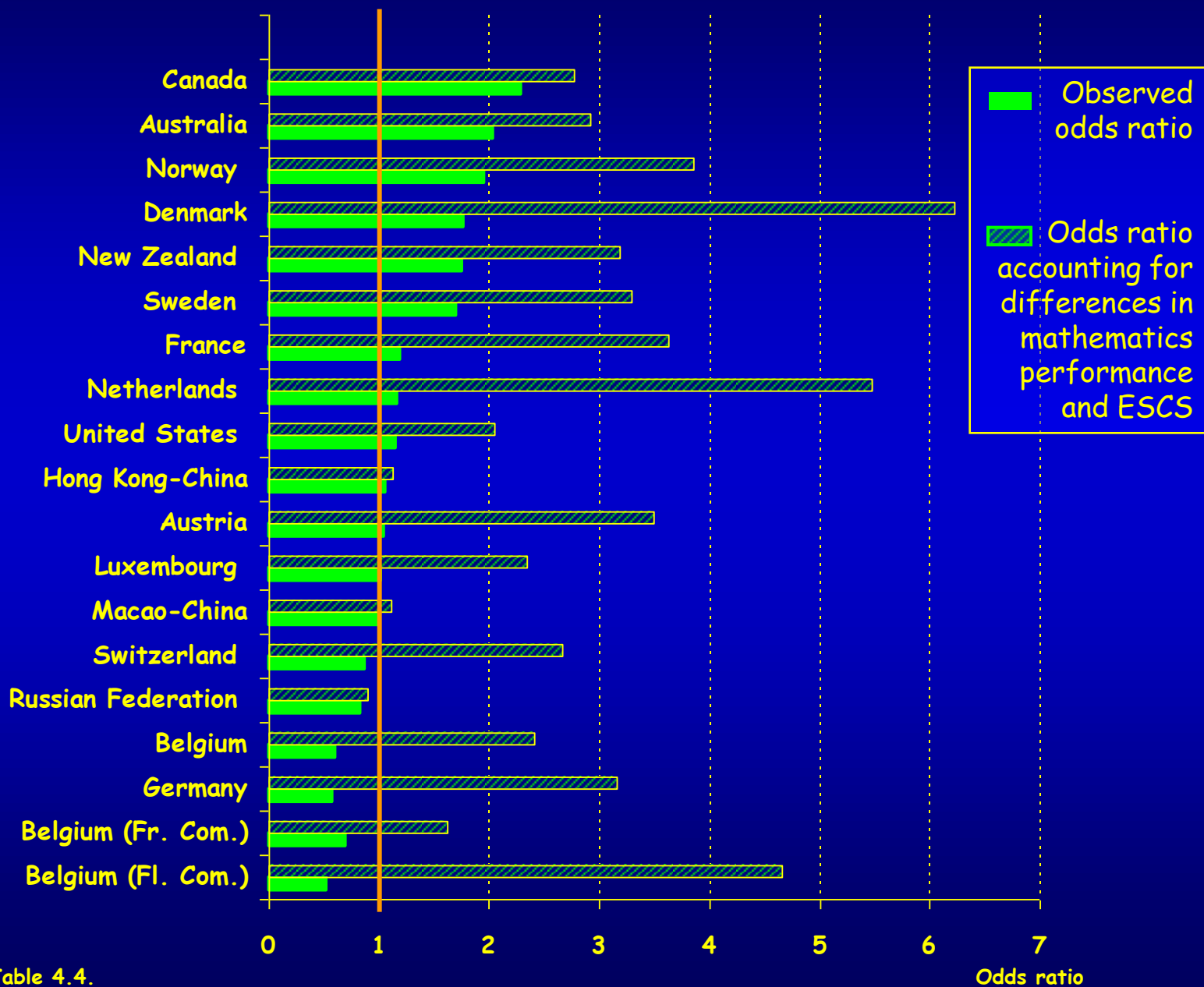


Table 4.4.

# Some conclusions

- ❑ The challenges international migration poses to education systems can be successfully addressed
  - Education in the host country can make a difference
- ❑ The challenges will not go away by themselves
  - In some countries second-generation students perform equally poor than their first generation counterparts
- ❑ Schools should do better in building on the emotive capital of immigrant students as a driving source for enhancing their learning
  - Much of this motivational potential dissipates as students stay longer in the country
- ❑ Institutional barriers (selection/tracking) tend to reinforce socio-economic disparities
- ❑ Language is a key foundation
  - Immersion combined with support can work

- [www.pisa.oecd.org](http://www.pisa.oecd.org)
  - All national and international publications
  - The complete micro-level database
- email: [pisa@oecd.org](mailto:pisa@oecd.org)

Thank you !