

Data Analysis and Indicator Development: Integration in Education

OECD countries, particularly those more strongly affected by the current refugee crisis, face the challenge of developing policy responses to tackle the immediate needs of large numbers of new arrivals, while putting in place integration policies that will have long-term implications.

The OECD has supported countries in the development of key indicators on the performance gap between students without an immigrant background and students with an immigrant background (foreign-born students and the children of foreign-born parents) over the past decade in the context of the PISA Initial Reports, as well as *ad hoc* publications including the 2015 publication ***“Immigrant Students at School. Easing the Journey towards Integration”***. However, there is a growing recognition that mapping the academic outcomes of immigrant students, in terms of their performance in standardised assessments such as the Programme for International Student Assessment (PISA), inevitably paints only a partial picture of immigrant students’ ability and readiness to integrate productively in their host communities. Schools and education systems need to ensure that immigrant students develop emotionally and socially if they are to be able to catch up with their non-immigrant peers, and overcome the negative consequences of displacement.

The report ***“The resilience of immigrant students: risk and protective factors that shape immigrant students’ well-being”*** aims to provide strong evidence to countries, local governments and education practitioners on factors that help immigrant students develop academically, socially and emotionally to ensure that actors at all levels in education systems have sound evidence on which dimensions immigrant students fall behind their native peers, which factors can help them thrive and what initiatives have been successful in tackling challenges similar to those they face.

The report will be a key pillar of the ***“Strength through Diversity: the Integration of immigrants and refugees in school and training systems”*** project’s analytical strand. It will examine immigrant students’ resilience, conceived as the capacity for successful adjustment despite adverse circumstances. Foreign-born students and the children of foreign-born parents often experience stress and trauma because of displacement, language barriers and cultural differences. They are also generally more likely to be subject to greater risk factors such as moving school because of precarious living and working conditions of their parents, to attend socio-economically disadvantaged schools, to have parents with less social, economic and cultural capital, and are more likely to be susceptible to the negative effects these conditions have for academic and broader well-being.

“The resilience of immigrant students: risk and protective factors that shape immigrant students’ well-being” report will develop in-depth data analysis to examine migrant students’ well-being and factors that can help these students thrive in school and beyond. The five key dimensions of well-being analysed are: educational, psychological, social, physical and material well-being. The report will identify relationships between different aspects of well-being to illustrate if immigrant students who succeed on one dimension, for example academically, may be penalised socially or psychologically, and have to endure stress and social isolation from their peers.

The report will classify countries according to their ability to promote the overall-well-being of immigrant students, considering differences across countries in the make-up of their immigrant student population, including, for example, socio-economic conditions and language barriers. The proposed study will provide a unique angle to examine the resilience of immigrant students: the focus on resilience across multiple outcome dimensions and the integration of complementary data

sources will allow to move from a deficit model of immigrant students (in which immigrant students are perceived as a liability for host communities) to a model that recognises the potential of individual students (whereby their capability is recognised and interventions are designed to enable them to become assets for their communities).

The aim of the report, and associated dissemination events and activities, is to develop cross-national evidence on the outcomes of foreign-born students and the children of foreign-born parents along multiple dimensions; identify factors that are associated with positive/negative outcomes, and review policies and practices that can help make a difference.

Study objectives

- 1) To examine immigrant students' outcomes along the following dimensions: cognitive, psychological, social, physical and material. Indicators will include students' subject specific skills and competencies (examining outcomes and gaps not only for average performing students, but also for high- and low-achievers, recognising differences in the potential of different groups of students); students' educational and career expectations; engagement with school (truancy), attitudes towards learning and achievement motivation; anxiety towards evaluations; sense of belonging; happiness and satisfaction with life; co-operative learning spirit; interaction with parents, peers and teachers.
- 2) To describe which risk and protective factors are associated with immigrant students' well-being, using multiple comparison groups to identify the relative contribution education systems play in shaping students' outcomes.
- 3) To identify the inter-relationship between different dimensions of well-being and the extent to which immigrant students suffer from multiple deprivation or face particular sets of difficulties in particular dimensions.
- 4) To identify if immigrant students' disadvantage compared to non-immigrant students is related to differences in stock of risk and protective factors (with immigrant students being more likely to experience risk factors and less likely to enjoy protective factors) and/or differences in effects (with immigrant students experiencing more negative outcomes/less positive outcomes than their non-migrant peers when they experience risk/protective factors).
- 5) To discuss a comprehensive set of policy options available to countries to support the resilience of immigrant students, identifying successful policy initiatives.

The report will use a mixed methods approach, integrating in-depth data analysis of multiple sources of micro-level data with a review of policies and actions aimed at promoting immigrant students' integration, academic and non-academic well-being.

Funding, Outcomes and Timeline

The report is co-funded by the European Union. It will be released in early 2018 and findings will be integrated in the final synthesis report of the ***Strength through Diversity*** project. Indicators emerging from the report will be included in the OECD Education GPS website.

Contact the team to know more about the planned release date in the final quarter of 2017 as well as launch events and activities.

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