The Road to Integration: Education and Migration

Paris 6 June 2019
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The Strength through Diversity project

- Phase I: The Integration of Migrants and Refugees in Education and Training Systems
- Phase II: Education for Inclusive Societies
In the first phase the project aimed to:

- identify a new set of indicators to examine how societies have responded and are responding to the challenges to social cohesion posed by large scale international migration;
- create improved data infrastructure to support the development of strong evidence;
- identify policy responses that have been pursued by countries and their results;
- collect evidence on the conditions under which such policies achieve or do not achieve their objectives; and
- stimulate a discussion among key stakeholders to support peer learning and strengthen collaboration.
The Strength through Diversity project

Policy Fora
Knowledge Management

Analytical Reports/Papers
Analysis and Indicator Development

Country Spotlight Reports
Policy Advice

Evidence-based Policy Making and Policy-based Evidence Making
Published material

Integration in Education
- The Resilience of Students with an Immigrant Background: Factors that Shape Well-being (OECD Report)
- Teachers' lives in diverse classrooms
- Refugee Education: Integration Models and Practices in OECD countries

Integration through Education
- Skills on the Move: Migrants in the Survey of Adult Skills (OECD report)

Education for Social Cohesion
- Birthplace diversity, income inequality and education gradients in generalised trust (OECD EDU Working paper)
- The role of education in promoting positive attitudes towards migration at times of stress (OECD EDU Working paper)
Policy Fora

• Teachers in Diverse Societies
• Learning from Data
• Social Emotional Learning to Foster a Sense of Belonging for Immigrant and Refugee Learners
• Governance of integration of immigrant and refugee students in remote regions
A community of practice: the Policy Fora
Supporting countries: the Spotlight Reports

- **School choice**: Managing school choice and residential segregation to promote more diverse distributions of students and provide equal opportunities to all students

- **Building teaching capacity**: Building capacity to respond to shortages in both the quantity and quality of teachers through specific diversity training and professional development
Supporting countries: the Spotlight Reports

• **Language training:** Improving language support to immigrant and refugee students with limited Swedish skills

• **Diversity management:** Promoting a comprehensive approach to managing diversity across educational communities in times of more diverse immigrant flows
<table>
<thead>
<tr>
<th>Summary &amp; Context</th>
<th>Chile is experiencing a substantial increase in the share of immigrant students.</th>
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</thead>
<tbody>
<tr>
<td>School choice</td>
<td>Immigrant students are generally concentrated in municipal public schools.</td>
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<tr>
<td></td>
<td>• Accommodate and support parents to navigate Chile’s changing educational landscape</td>
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<td>• Consider providing additional resources to schools serving high concentrations of immigrant students</td>
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<td>• Collect data to identify and monitor the learning needs of immigrant students</td>
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<tr>
<td>Language training</td>
<td>Language support for non-native Spanish speakers is an emerging challenge.</td>
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<td></td>
<td>• Strengthen initial integration and monitor the language proficiency of students</td>
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<td>• Introduce language supports so students can develop Spanish language skills</td>
</tr>
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<td></td>
<td>• Expand mother tongue language education</td>
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<tr>
<td>Capacity building</td>
<td>Limited support for teachers working in multicultural and multilingual settings.</td>
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<td></td>
<td>• Incorporate diversity training into initial teacher education and professional development opportunities</td>
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<td></td>
<td>• Develop a specialisation for teachers of Spanish as a second language and introduce all teachers to language acquisition pedagogies</td>
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<td>• Foster opportunities for professional exchange and mentorship</td>
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<tr>
<td>Inclusive education</td>
<td>Education has an important role to play in responding to growing diversity</td>
</tr>
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<td>• Broaden the concept of inter-cultural education in the curriculum to link with the migration phenomenon</td>
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<td></td>
<td>• Reinforce a whole-school approach and involve parents and guardians to promote an inclusive school climate</td>
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</table>
THE ROAD TO INTEGRATION: EDUCATION AND MIGRATION
Multilevel resilience framework
Key policy principles

• Support the acquisition of skills and competences among migrant communities;
• Promote the overall social and emotional well-being of immigrants;
• Recognise differences in migration-related experiences;
• Build the skills that are necessary to deal with psychological and behavioural challenges induced by acculturation (among both migrant and natives).
A holistic policy approach to education and economic integration in times of greater international migration

- Skill development among natives (openness to diversity, cultural understanding)
- Skill development of immigrants (academic for school-aged children, skill upgrading among adults)
- Skill development among immigrants (cultural understanding)
- Social and emotional support for immigrants (to deal with difficulties of uprooting)
- Skill development among natives (to ensure no labour market displacement occurs)

A holistic policy approach to support social cohesion
Rates of participation in lifelong learning

Light grey bars/diamonds indicate countries for which the unadjusted difference in participation rates between natives and migrants is not statistically significant.
Barriers to participation

- Too expensive
- No employer support
- Too busy at work
- Inconvenient schedule
- Family responsibility

Percentage

Native-born
Foreign-born
Policy Pillars

- Consider the heterogeneity of immigrant populations
- Develop approaches to promote the overall well-being of immigrants
- Address the unique needs of refugee students
- Ensure that motivation translates in a key asset for immigrant communities
- Organise resources to reduce the influence of socio-economic status on the outcomes of immigrants
- Provide comprehensive language support
- Build the capacity of teachers to deal with diversity
- Break down barriers to social cohesion while ensuring effective service delivery
CONSIDER THE HETEROGENEITY OF IMMIGRANT POPULATIONS
How many students have an immigrant background?

On average across OECD countries:
- 5% of students were first-generation immigrant students
- 7% of students were second-generation immigrant students
- 2% of students were returning foreign-born students
- 9% of students were native students of mixed heritage

Source: The Resilience of Students with an Immigrant Background: Factors that Shape Well-being
Literacy proficiency of migrants, by personal characteristics

Migrant’s skills proficiency vary greatly both within and across countries: they depend strongly on the place where they acquired their qualifications, the age of arrival in the host country, the duration of stay and the languages they speak.

Source: Skills on the Move: Migrants in the Survey of Adult Skills
In responding to questions about migration and education, policymakers should consider the various dimensions of an individual’s migration experience:

- **Space:** mobility, legal restrictions, cultural distance
- **Time:** duration of movement and residence, including age at time of migration and the number of generations passed since displacement occurred
- **Reason:** migration was driven by employment, education, family formation/reunification or by displacement (fleeing war, persecution, natural disasters etc.)

Develop a stronger evidence base
DEVELOP APPROACHES TO PROMOTE THE OVERALL WELL-BEING OF IMMIGRANTS
Academic and well-being outcomes of immigrant students (OECD average)

- Academic under-performance
- Weak sense of belonging at school
- Low satisfaction with life
- High schoolwork-related anxiety
- Poor achievement motivation

Bar chart showing the percentage of students across different categories.
Policy principles

- **C**: Cumulative adversity – Identification of vulnerable groups
- **H**: Holistic approach – Coherent, complementary and targeted policies
- **A**: Adjustment as a dynamic process – Immediate and continuous support
- **R**: Relational development – Identification of protective and risk factors
- **M**: Multilevel approach – Community involvement
ADDRESS THE UNIQUE NEEDS OF REFUGEE STUDENTS
Number of refugees in OECD countries

Source: UNHCR, Population Statistics.
Refugee children have particular needs that require appropriate policy responses

• Learning needs
  – Learn host country language and develop mother tongue
  – Overcome interrupted schooling or limited education
  – Adjust to a new education system

• Social needs
  – Communicate with others
  – Bond with others and feel a sense of belonging
  – Develop a strong personal identity

• Emotional needs
  – Feel safe
  – Cope with separation, loss and/or trauma
Holistic model for educational integration of refugee children

**Learning needs**
- Language learning
- Catching-up on schooling
- Adjustment to new education system

**Social needs**
- Communication
- Sense of belonging and bonding
- Strong personal identity

**Emotional needs**
- Safety
- Coping with separation, loss and/or trauma

**Individual factors**
- Language proficiency
- Physical and mental health

**Interpersonal factors**
- Connections with peers
- Family support and social networks

**School-level factors**
- Learning environment
- School engagement
- Student/teacher interactions
- Assessment in schools
- Extracurricular activities
- Family involvement in school

**EDUCATIONAL INTEGRATION**

**POLICIES AND PRACTICES**
Policy lessons

- Consider refugee integration in education through a holistic model
- Provide access to refugees to all levels of education
- Introduce early assessment and develop individualised development and learning plans
- Provide flexible learning options, pathways and transitions for older students
- Promote language support specifically targeted to refugee students and encourage the development of mother tongues
- Provide a supportive learning environment to refugee students compatible with their home culture and identity formation
- Create opportunities for social interactions between refugee and other students
- Adopt whole-school and whole-community approaches to welcome and include refugee students and their families
- Support the well-being needs of refugees including mental health
ENSURE THAT MOTIVATION TRANSLATES IN A KEY ASSET FOR IMMIGRANT COMMUNITIES
Many immigrant students expect to complete tertiary education

% of students who report expecting to complete tertiary education

Native students

Immigrant students

OECD average

Canada: 21
Turkey: 20
Australia: 24
Czech Republic: 18
United Kingdom: 10
Chile: 18
New Zealand: 18
Israel: 14
Ireland: 14
Hungary: 14
Sweden: 14
Switzerland: 14
Norway: 14
Hungary: 14

Japan: -19
Spain: -12
Portugal: -6
Belgium: -6
Germany: -5
Austria: -5
Slovak Republic: -5
Netherlands: -9
Slovenia: -9

OECD average: -5

%
Yet many lack key baseline levels of skills

**Percentage of students who expect to complete tertiary education and who attain baseline academic proficiency in reading, math and science in PISA**

Canada     16
Australia     16
United States     -9
Czech Republic
New Zealand     16
United Kingdom     15
Hungary     5
Ireland
Israel
Turkey
Sweden
Spain
Portugal
Luxembourg
Japan
OECD average     -4
Greece     -23
Belgium
Chile
Denmark     -8
France     -6
Norway     5
Estonia     -21
Switzerland
Latvia
Austria
Italy     -15
Netherlands
Germany     -4
Slovenia
Slovak Republic
Iceland
Finland

Native students
Immigrant students
Policy lessons

- Provide skills support to students with an immigrant background to realise their ambitions
- Offer specific educational and career guidance for students with an immigrant background
- Work with immigrant families on realistic expectations and targets
ORGANISE RESOURCES TO REDUCE THE INFLUENCE OF SOCIO-ECONOMIC STATUS ON THE OUTCOMES OF IMMIGRANTS
Differences in socio-economic status explain around a fifth of differences in academic proficiency.

**Difference between immigrant and native students in attaining baseline academic proficiency**

Percentage-point difference

<table>
<thead>
<tr>
<th>Country</th>
<th>Before accounting for students' socio-economic status</th>
<th>After accounting for students' socio-economic status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>-40</td>
<td>-25</td>
</tr>
<tr>
<td>Israel</td>
<td>-35</td>
<td>-20</td>
</tr>
<tr>
<td>Canada</td>
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<td>-25</td>
</tr>
<tr>
<td>Hungary</td>
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<td>-20</td>
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<tr>
<td>United States</td>
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<td>-15</td>
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<tr>
<td>New Zealand</td>
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<td>-20</td>
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<td>Ireland</td>
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<td>-15</td>
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<td>Estonia</td>
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<td>-10</td>
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<tr>
<td>Portugal</td>
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<td>-5</td>
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<tr>
<td>Czech Republic</td>
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<td>0</td>
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<tr>
<td>Luxembourg</td>
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<tr>
<td>Greece</td>
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<tr>
<td>Italy</td>
<td>0</td>
<td>-5</td>
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<tr>
<td>France</td>
<td>-5</td>
<td>-10</td>
</tr>
<tr>
<td>Norway</td>
<td>-10</td>
<td>-5</td>
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<tr>
<td>OECD average</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Turkey</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Spain</td>
<td>7</td>
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<td>Iceland</td>
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<tr>
<td>Japan</td>
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</tbody>
</table>
Socio-economic status plays a less important role in explaining differences in sense of belonging after accounting for students' socio-economic status.

**Difference between immigrant and native students in reporting a sense of belonging at school**

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage-point difference</th>
<th>After accounting for students' socio-economic status</th>
<th>Before accounting for students' socio-economic status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>10.9</td>
<td>10.9</td>
<td>10.9</td>
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<tr>
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<td>-0.5</td>
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<tr>
<td>United States</td>
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<tr>
<td>Canada</td>
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<tr>
<td>Chile</td>
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<td>-3.3</td>
<td>-3.3</td>
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<tr>
<td>Norway</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
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<tr>
<td>Hungary</td>
<td>-1.5</td>
<td>-1.5</td>
<td>-1.5</td>
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<tr>
<td>Finland</td>
<td>1.9</td>
<td>1.9</td>
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<tr>
<td>France</td>
<td>4.8</td>
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<td>Austria</td>
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<td>Germany</td>
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<td>Slovenia</td>
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<td>1.9</td>
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<tr>
<td>OECD average</td>
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<tr>
<td>Portugal</td>
<td>3.9</td>
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<td>Sweden</td>
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<td>Denmark</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Switzerland</td>
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<td>1</td>
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<td>Greece</td>
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<td>Turkey</td>
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<tr>
<td>Iceland</td>
<td>1.9</td>
<td>1.9</td>
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Policy lessons

• Reduce the concentration of disadvantage
• Promote participation in high quality early childhood education for second-generation immigrant children or early arrivals
• Ensure high quality resources reach those who need the most
• Create inclusive, supportive environments
PROVIDE COMPREHENSIVE LANGUAGE SUPPORT
Literacy gaps between natives and migrants

The chart illustrates the literacy gap between natives and migrants in various countries, with adjustments made for age, education, gender, and language. The score-point difference is shown on the y-axis, while the x-axis lists countries such as Sweden, Finland, Netherlands, Norway, Denmark, France, England (UK), and others. The bars represent the migrant gap, and the filled circles indicate the migrant gap adjusted for additional factors.
Language distance in PIAAC participating countries

- **Average language distance**
- **Interquantile range (75th minus 25th percentile)**

Countries included:
- Singapore
- Sweden
- Norway
- Denmark
- United States (English)
- Israel
- Netherlands
- Austria
- Italy
- France
- Canada (French)
- Lithuania
- New Zealand
- Greece
- Flanders (Belgium)
- Finland
- Ireland (UK)
- Northern Ireland (UK)
- Czech Republic
- Spain
- Estonia
- Chile
Policy lesson

• Promote plurilingualism
• Offer instruction and support in mother tongue language, this might involve creating pathways for foreign teachers to work in a host country’s education system
• Assess and monitor language skills from an early age or quickly upon arrival to ensure that students receive appropriate language support
• Offer targeted language support, especially to late arrivals
• Prepare teachers for linguistically diverse classrooms by developing a cohort of specialised language teachers and including a broad language learning component in all teacher education programmes
• Support opportunities for informal language learning through extracurricular activities, summer programmes and incorporating families in the school community
• Address barriers that prevent adult immigrants from participating in language training
• Compliment formal language instruction by promoting digital language learning tools
BUILD THE CAPACITY OF TEACHERS TO DEAL WITH MIGRATION-INDUCED DIVERSITY
And to feel being unfairly treated by their teachers

% of students reporting being unfairly treatment by teachers

Native students

Immigrant students

Hungary: 70%
Slovak Republic: 65%
Turkey: 62%
Estonia: 60%
France: 58%
Slovenia: 55%
Latvia: 54%
Germany: 53%
Greece: 52%
Portugal: 51%
Czech Republic: 50%
Luxembourg: 49%
United Kingdom: 48%
Belgium: 47%
Switzerland: 46%
OECD average: 45%

Denmark: 39%
Chile: 37%
United States: 36%
Ireland: 35%
New Zealand: 34%
Mexico: 33%
Australia: 32%
Sweden: 31%
Japan: 30%
Netherlands: 29%
Spain: 28%
Norway: 27%
Finland: 26%
Immigrant students are more likely to be asked to repeat grades after, nonsig

Before accounting for socio-economic status and performance in PISA core subjects
But immigrant students report receiving more feedback from their teachers.

Differences in the % of native and immigrant students who reported that they receive frequent feedback from their science teacher.

Percentage-point difference

- After accounting for science performance
- Before accounting for science performance

OECD average

United States

Portugal

New Zealand

Italy

Austria

Ireland

Mexico

Czech Republic

United Kingdom

Greece

Netherlands

Canada

Latvia

Spain

Iceland

Turkey

Israel

Hungary
Teacher's report needing professional development to deal with multicultural classrooms
Policy lessons

• Recruit professionals that reflect the student body
• Integrate diversity and inter-cultural topics into initial teacher education programmes
• Offer continuous professional development in diversity for teachers in the workforce
• Support teachers in diverse classrooms (through other teachers, social workers, psychologists, language aides or other professionals who work with children and families)
• Offer training for administrative leadership and other school staff in diversity management
BREAK DOWN BARRIERS TO SOCIAL COHESION WHILE ENSURING EFFECTIVE SERVICE DELIVERY
Literacy is more importance in the presence of greater birthplace diversity
Estimated direct and indirect relationships between education and opposition to migration, by country and year
Policy lessons

- Promote high levels of skills in the population
- Train teachers to work in multicultural classrooms
- Support teachers to involve foreign-born families
Education for Inclusive Societies

• How can education systems become more inclusive by supporting the learning and well-being of diverse populations?

• How can education systems support all individuals to engage with others in increasingly diverse and complex societies?