

Cross-national evidence on the relationship between education and attitudes towards immigrants: Past initiatives and future directions

Promoting Tolerance: Can education do the job? A joint Örebro University LLAKES/AMCIS conference

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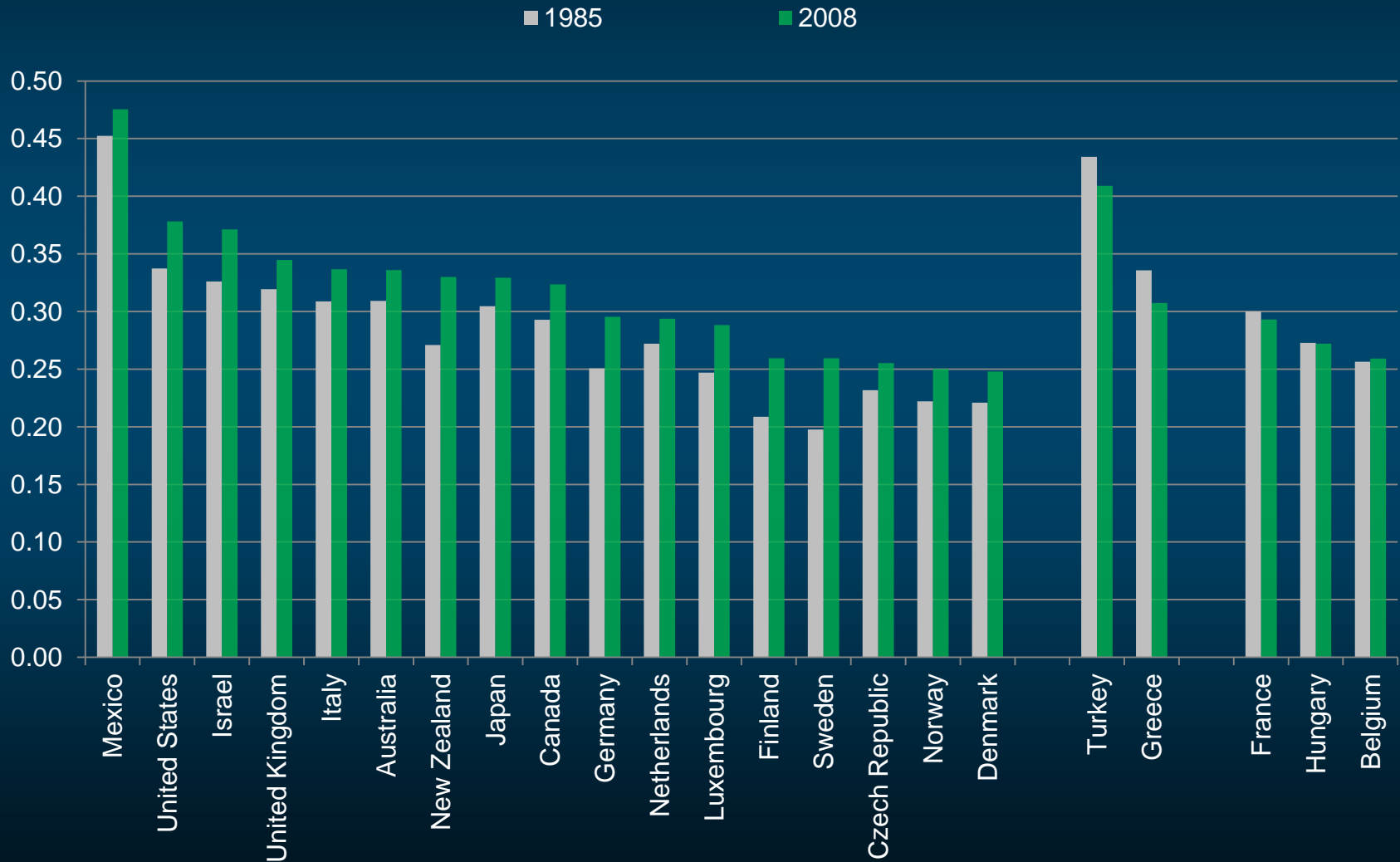
10 June 2016 - Örebro University



PISA

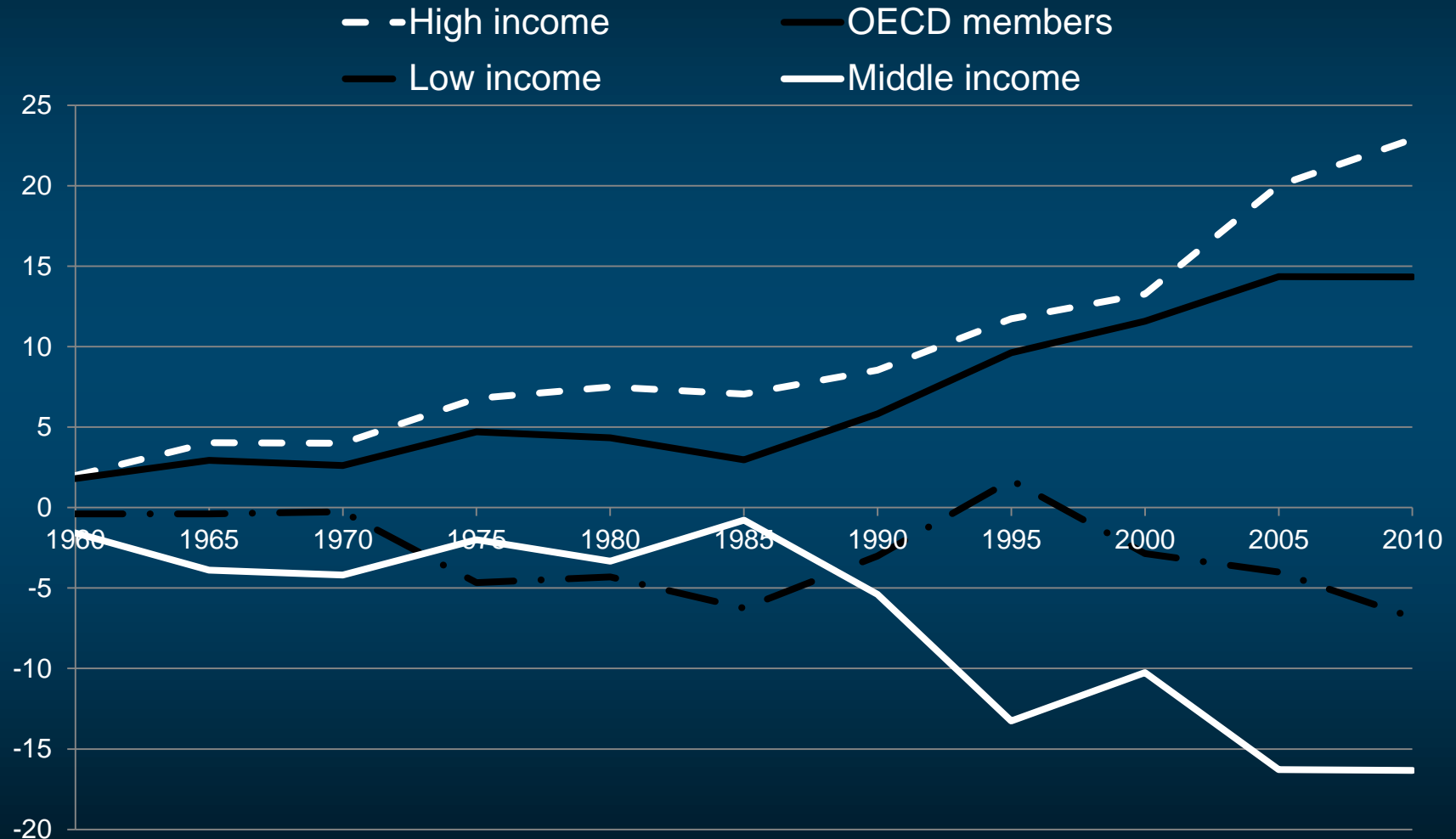
Growing unequal – income inequality

Gini Coefficients for OECD countries, in 1985 and 2008



Increasing migration towards the developed world

Net migration (in millions of people) into regions, with countries grouped by income level and OECD members, 1960-2010.

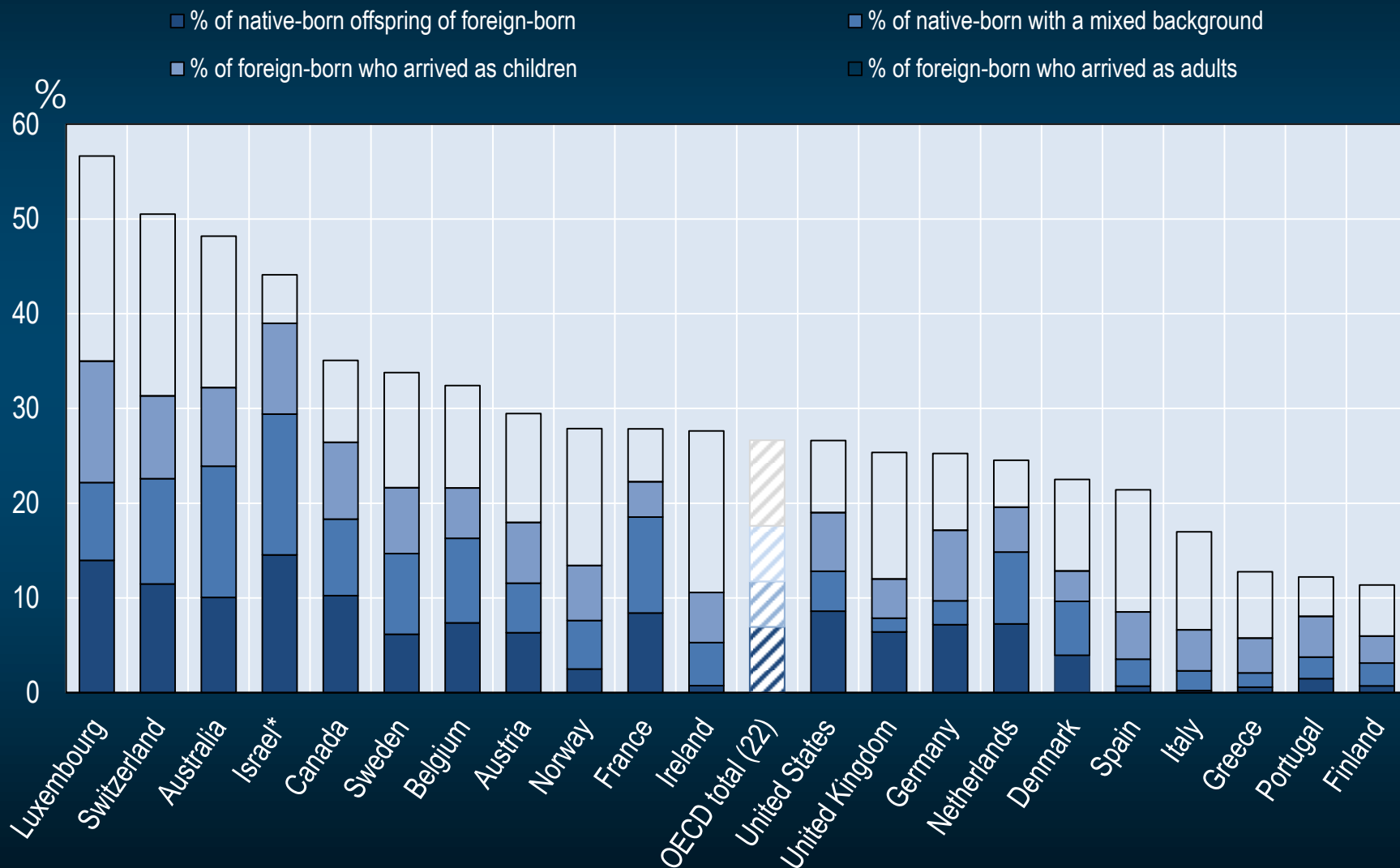


Source : OECD (2013), Trends Shaping Education.

Primary source: World Bank (2012), *World Databank: Net Migration*.

More culturally diverse societies

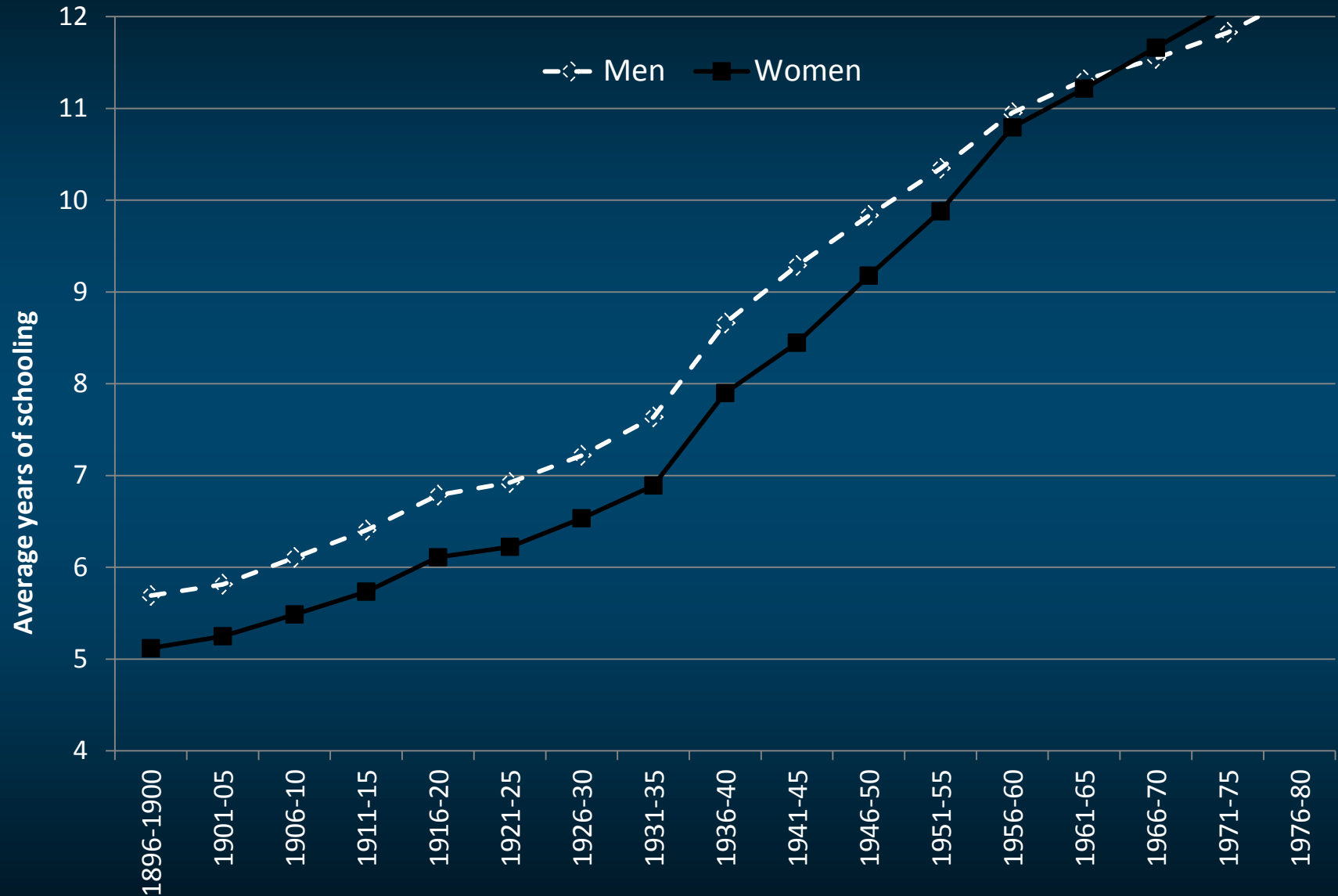
Percentage of young people (15-34) with a migration background



Source: OECD Indicators of Immigrant Integration, 2015

Years of schooling over the 20th century

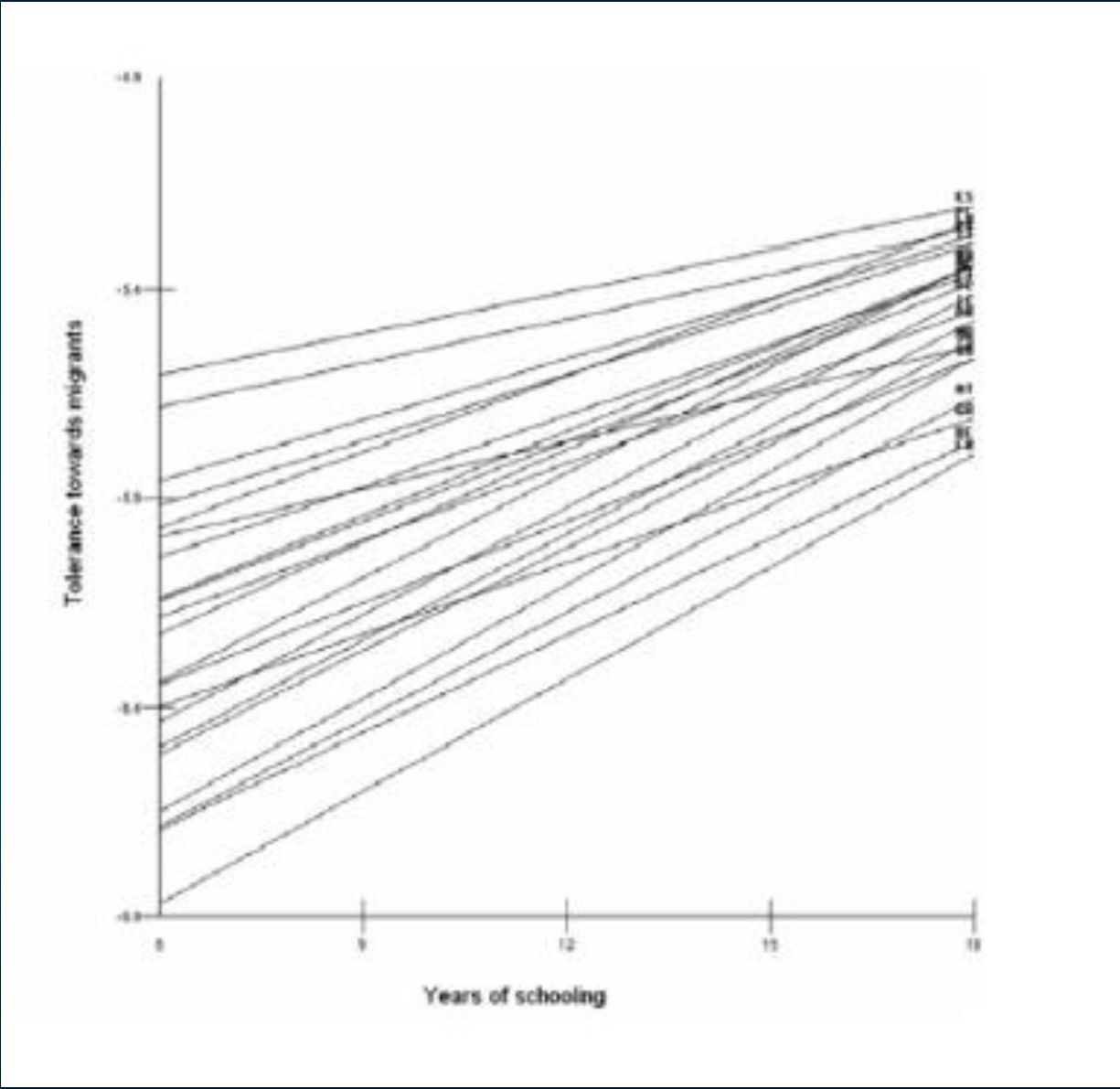
OECD average



Source: Barro and Lee, 2013

If there is a relationship between education and capacity to deal with diversity, never before have societies been better prepared for the challenges of income inequality, religious heterogeneity and racial, ethnic and cultural diversity

- Individuals with more schooling report more positive attitudes towards migration
- The association varies across countries: the education gradient appears to be steeper in countries with comparatively lower overall levels of education
- Education gradient is less steep in the presence of greater income inequality (*because of more positive attitudes among the least educated*)
- Education gradient steeper in the presence of more religious diversity



Source: European Social Survey

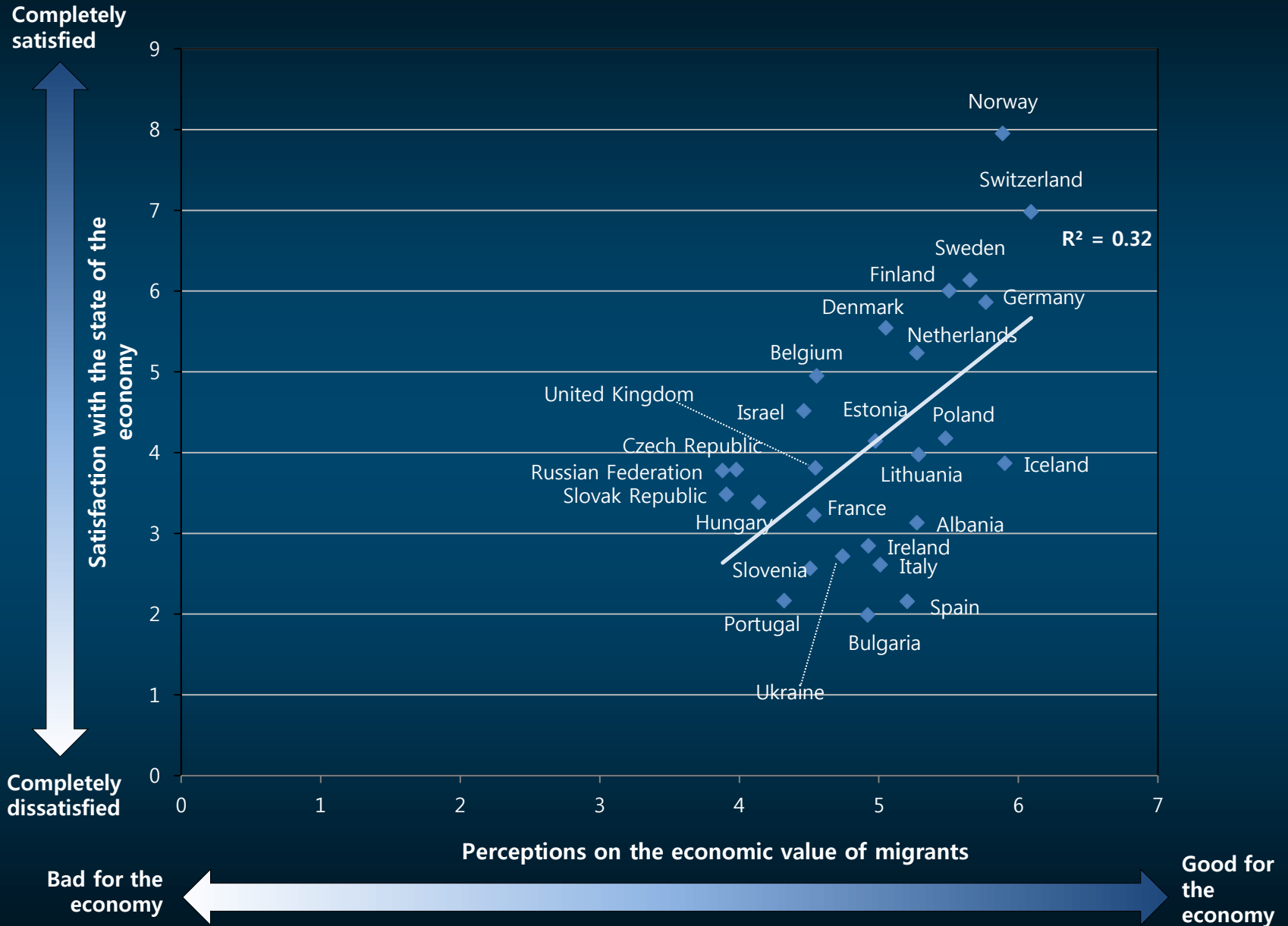
- Associations vs. causality
 - Ex. D’Hombres and Nunziata (2015) *Wish you were here? Quasi experimental evidence on the effect of education on attitude towards immigrants*
- Cross-country comparability and comparability over time of attitudinal data
 - Ex. Davidov et al. (2015) *The comparability of measurements of attitudes toward immigration in the European Social Survey*

- What mechanisms determine an education gradient in attitudes towards immigrants and migration?
 - Economic channels
 - Socialisation processes
 - Knowledge and skills

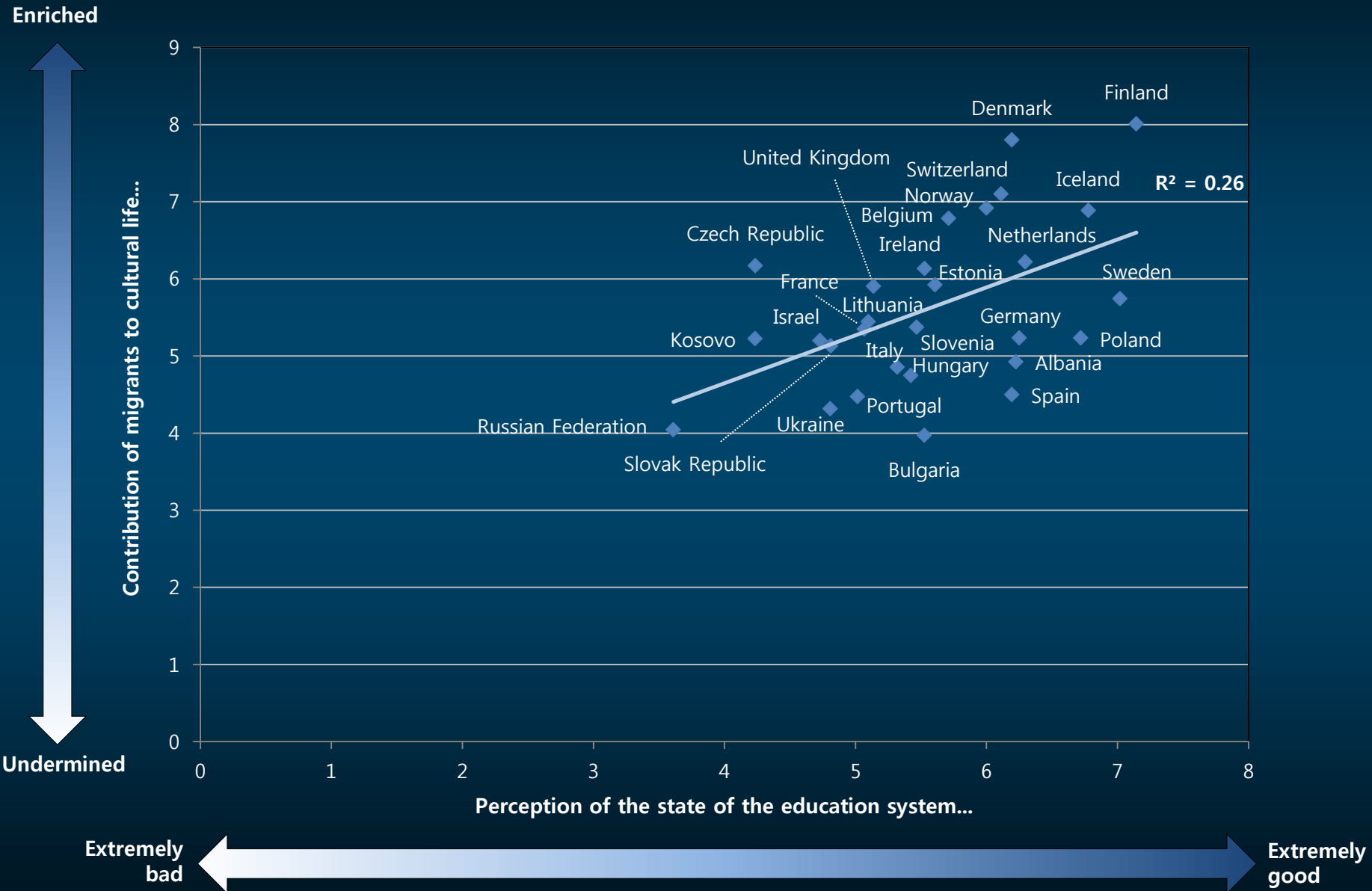
- The role of labour markets
- Immigrants generally have low levels of educational attainment
- and qualifications are not easily recognised in host countries
- Better skilled for the jobs they find
- Increased supply of labour at the bottom end of the distribution
- Threat for the poorly qualified, benefit for the highly qualified.

- Fiscal implications - benefit vs. burden
- Contributions to welfare systems and benefits from welfare provision (*Low-paid jobs → financial contributions in progressive tax systems small, but additional?*)
- Greater likelihood of being unemployed, larger family units with young dependents, health problems (*Unemployment benefits, Child and family benefits, healthcare costs*)
- But who among natives bear the cost? *If tax progressive and no crowding out of public services highly educated, if crowding out poorly educated*

Attitudes towards migrants based on perceptions of the state of the economy

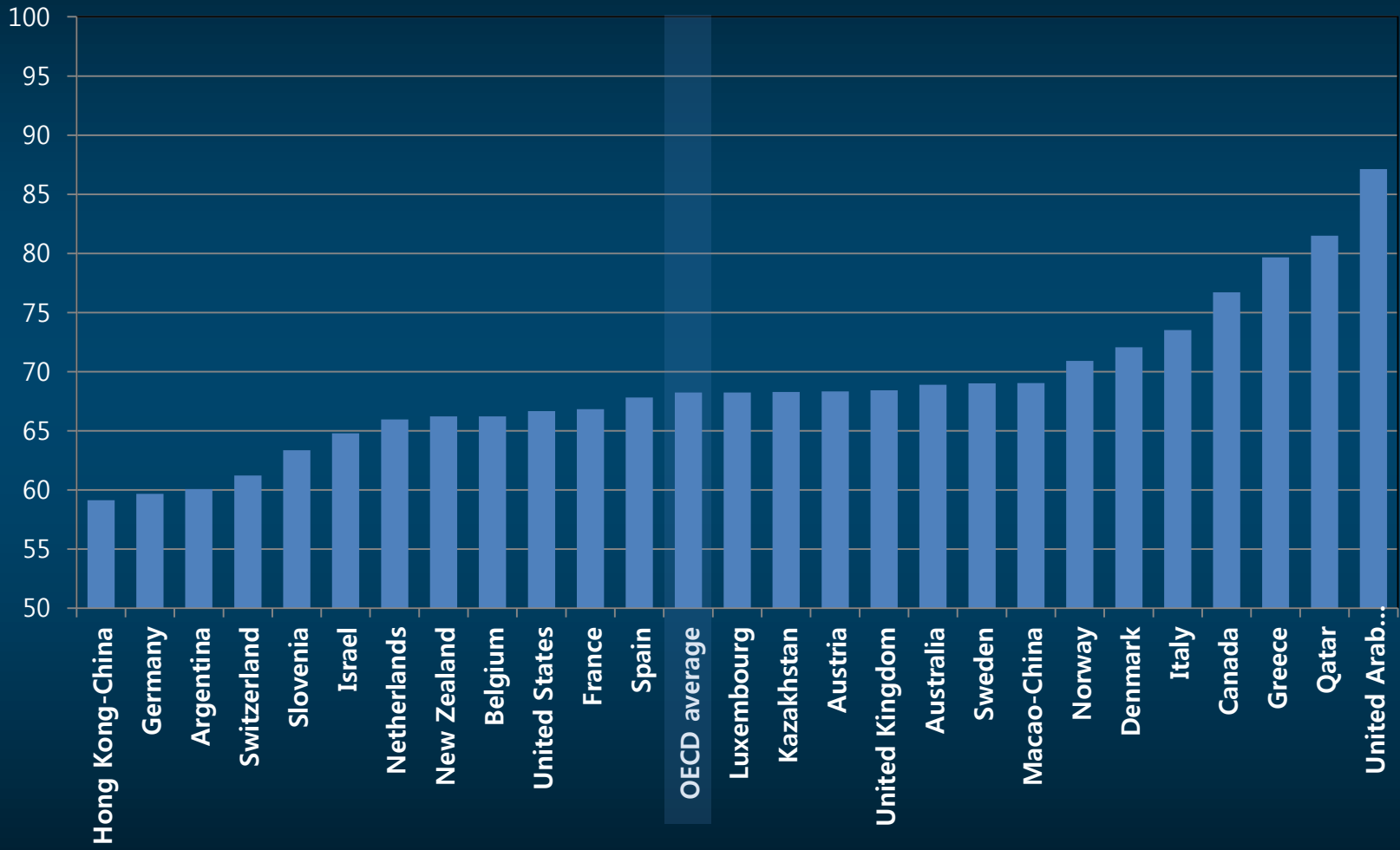


Attitudes towards migrants based on perceptions of the state of the education system



- The role of personal interactions and exchanges
- Interactions can be conducive to more or less positive attitudes depending on context
 - Concentration of disadvantage
 - Geographical mobility
 - Intergenerational transmission

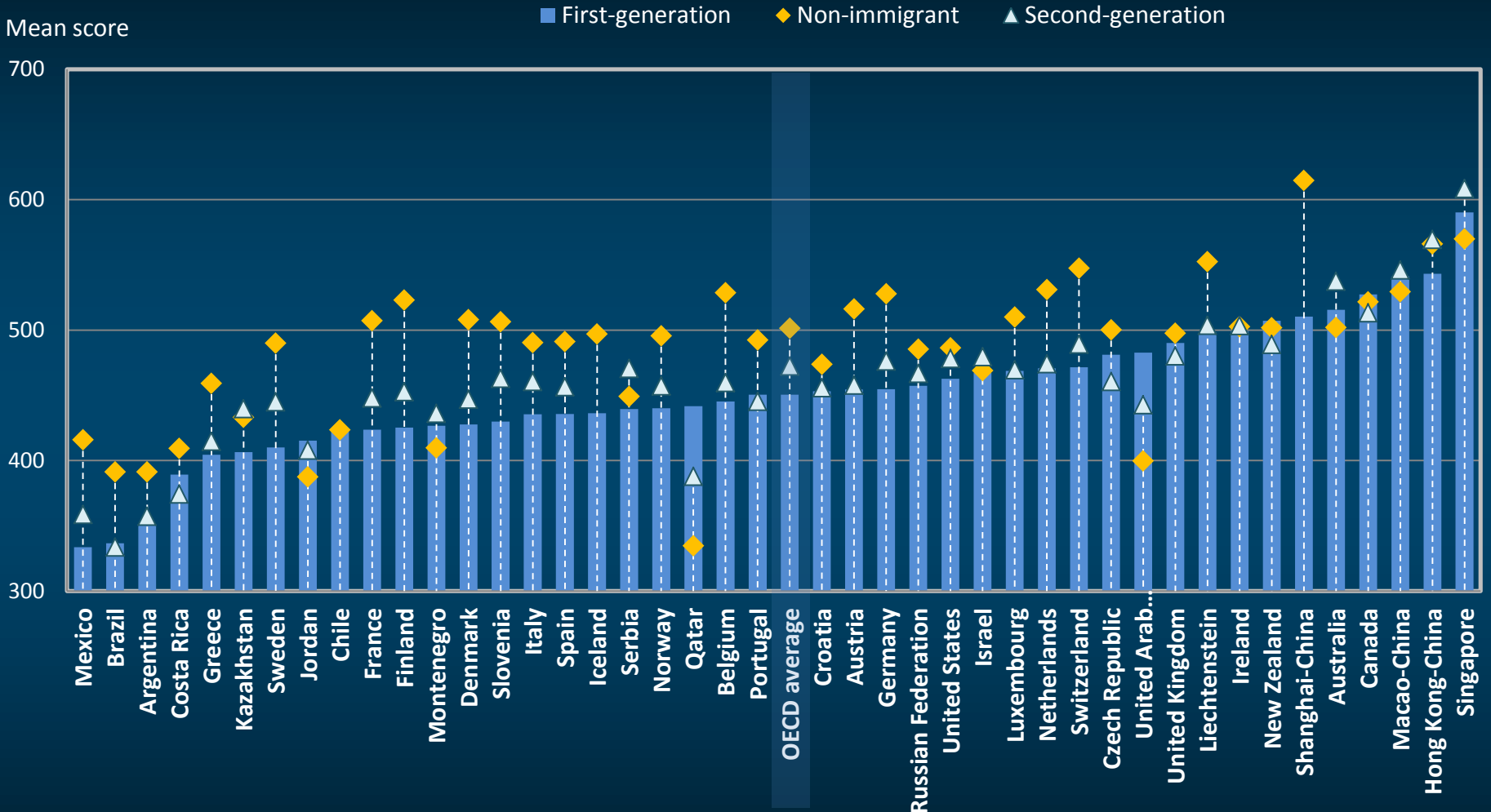
Percentage of immigrant students in schools where at least half of the students are immigrants



Source: PISA 2012.

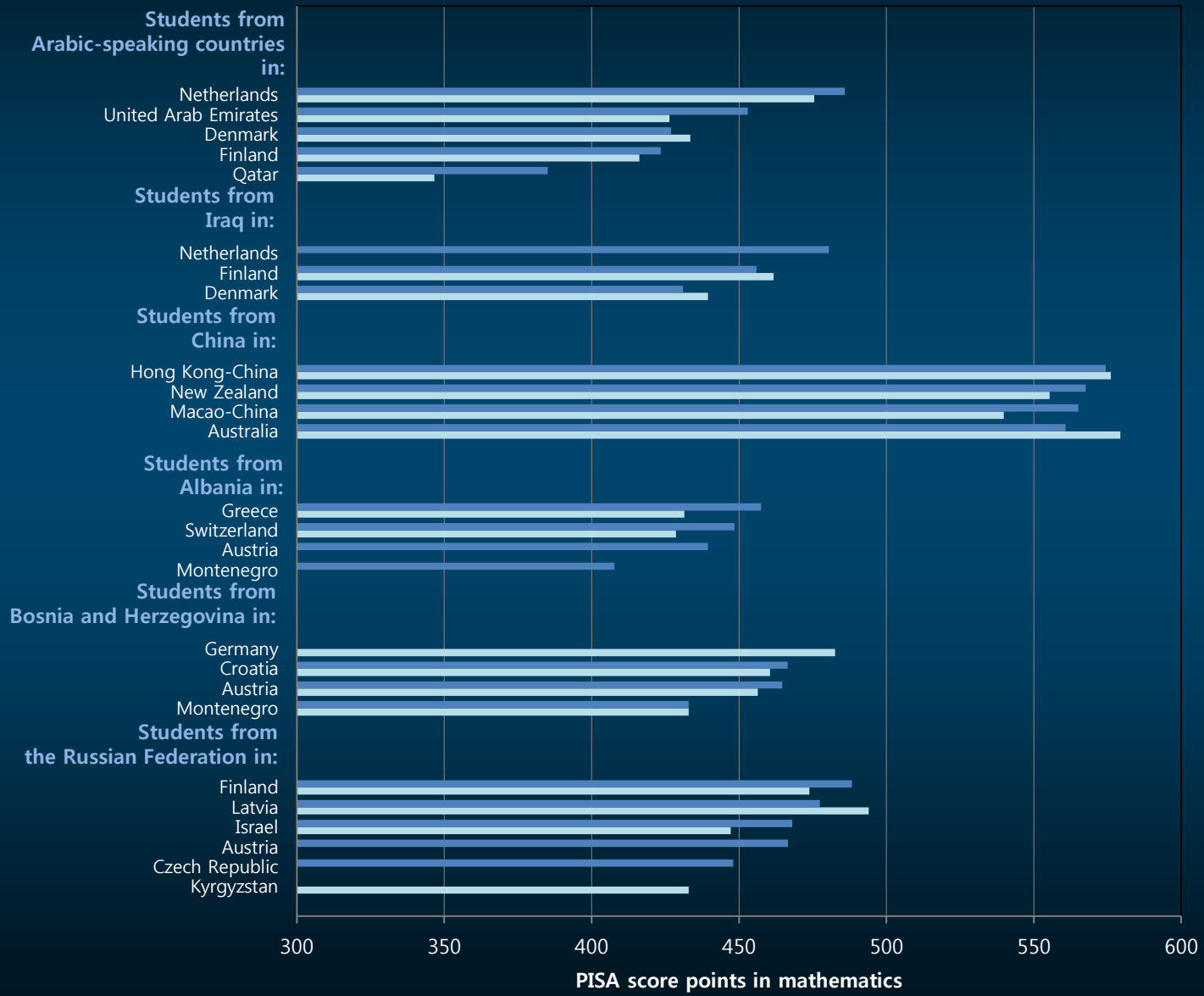
- Knowledge
 - Knowledge acquired in education during advanced courses
 - Knowledge acquired daily through news (selection mechanisms)
- Cognitive and metacognitive abilities
 - Information processing skills
 - Evaluating reliability of sources
 - Evaluating different points of view
 - Flexibility

- Attitudes towards diversity (along N dimensions) as a goal for education systems?
- Education policy and integration of immigrants

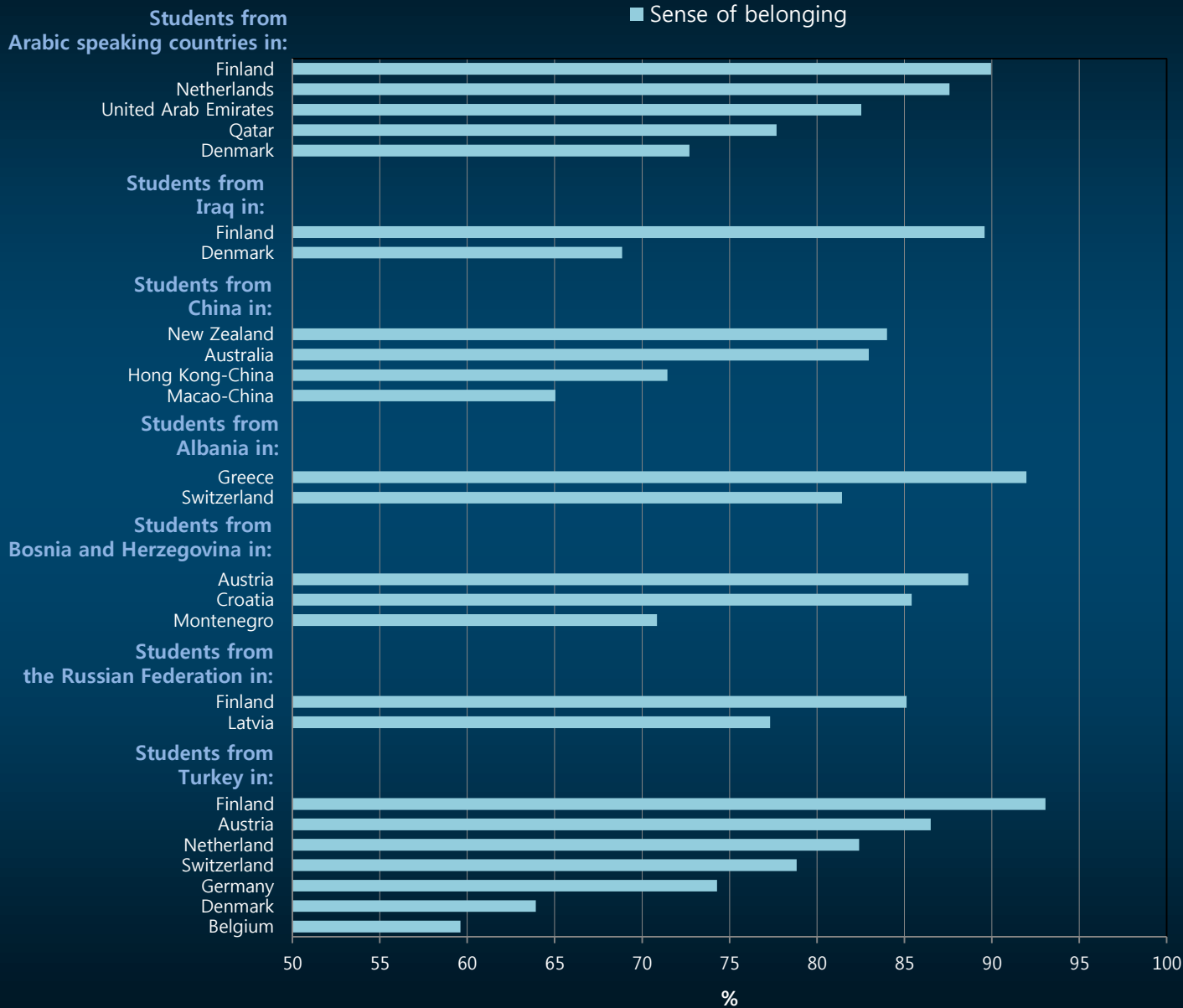


Immigrant students' performance in mathematics, by country of origin and destination

■ First-generation immigrants' score, after accounting for socio-economic status
 ■ Second-generation immigrants' score, after accounting for socio-economic status

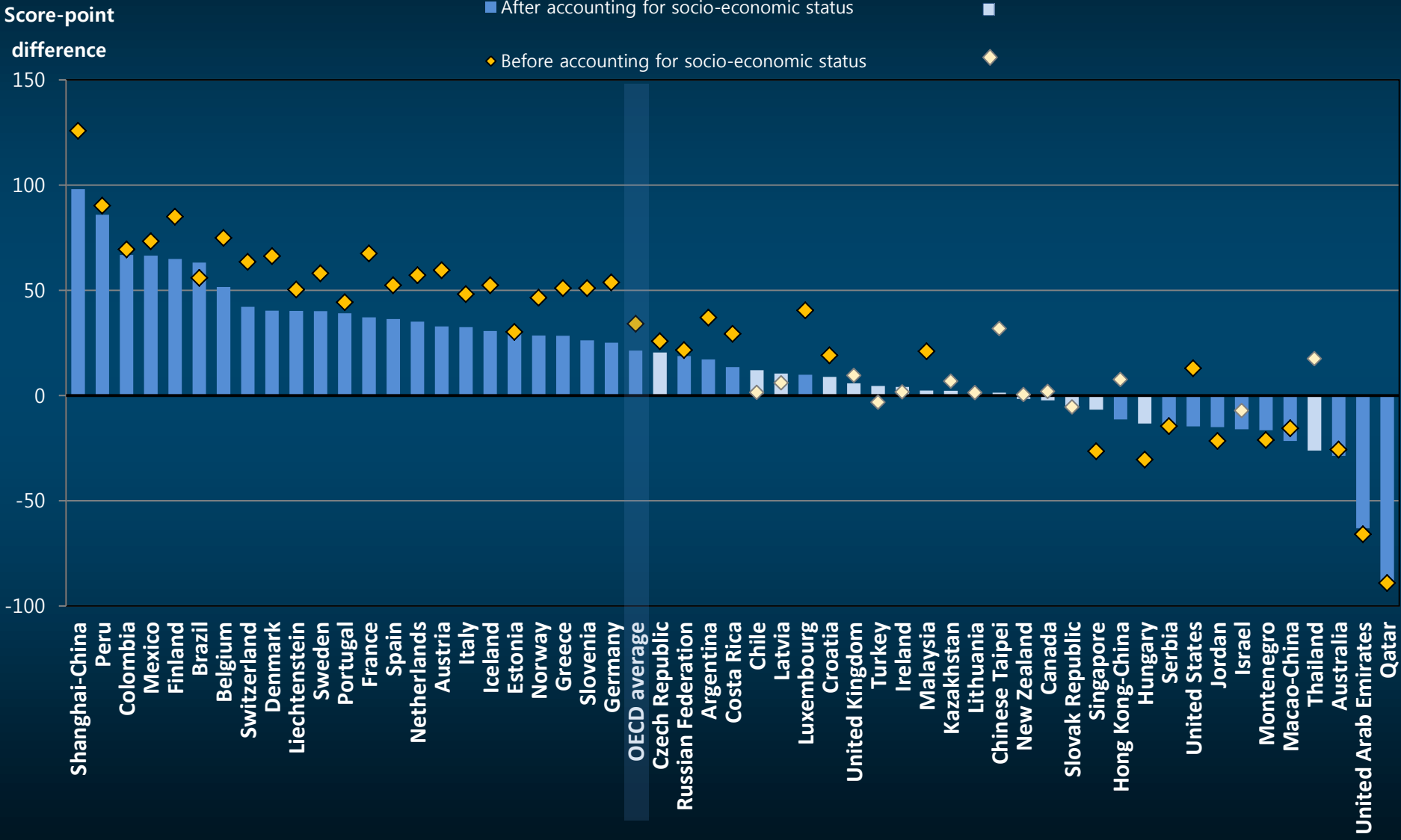


Percentage of students with an immigrant background who reported that they feel like they belong at school



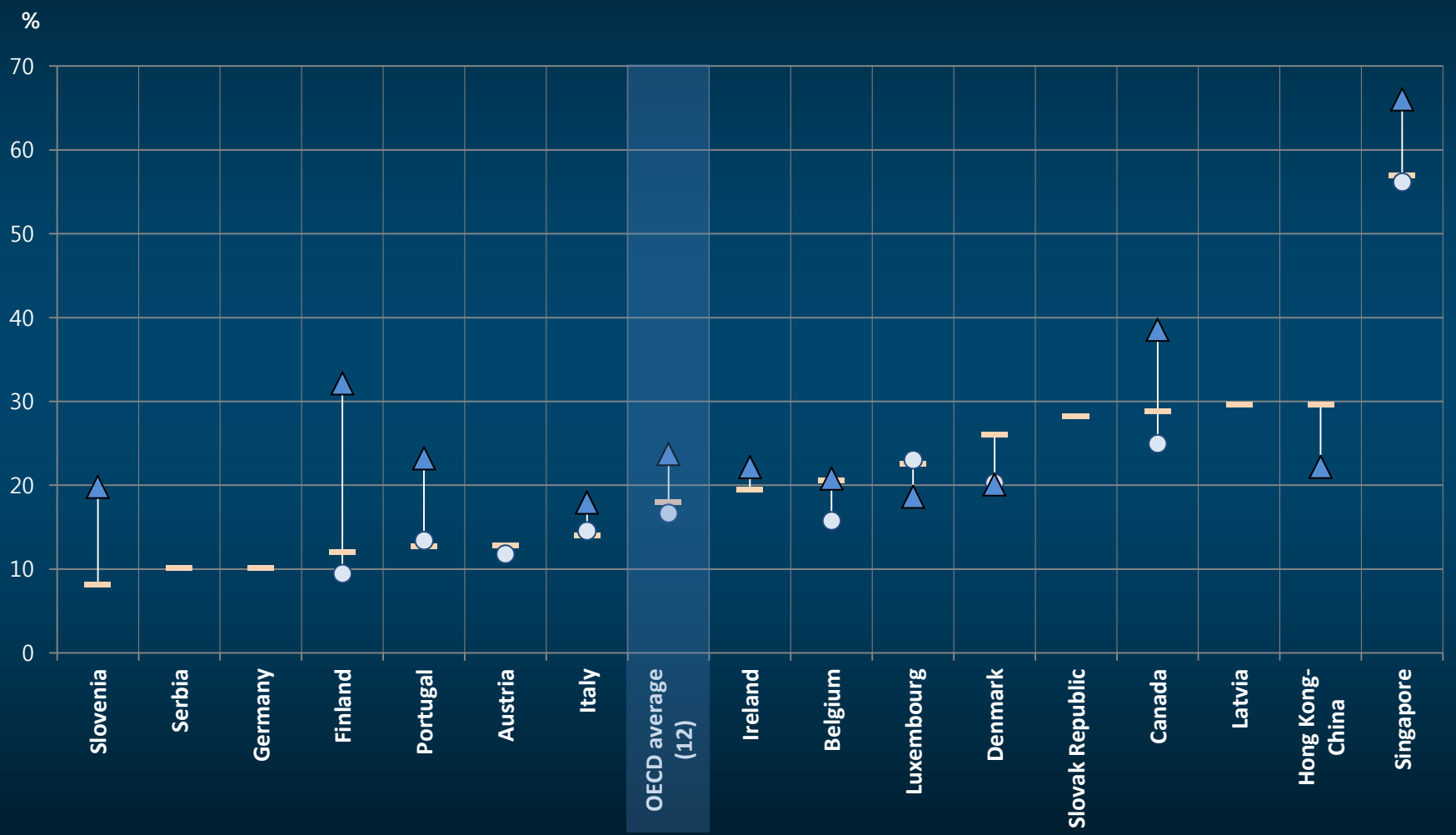
Reduction in performance gap in mathematics after accounting for differences in socio-economic status

Difference in mathematics performance between non-immigrant and immigrant students



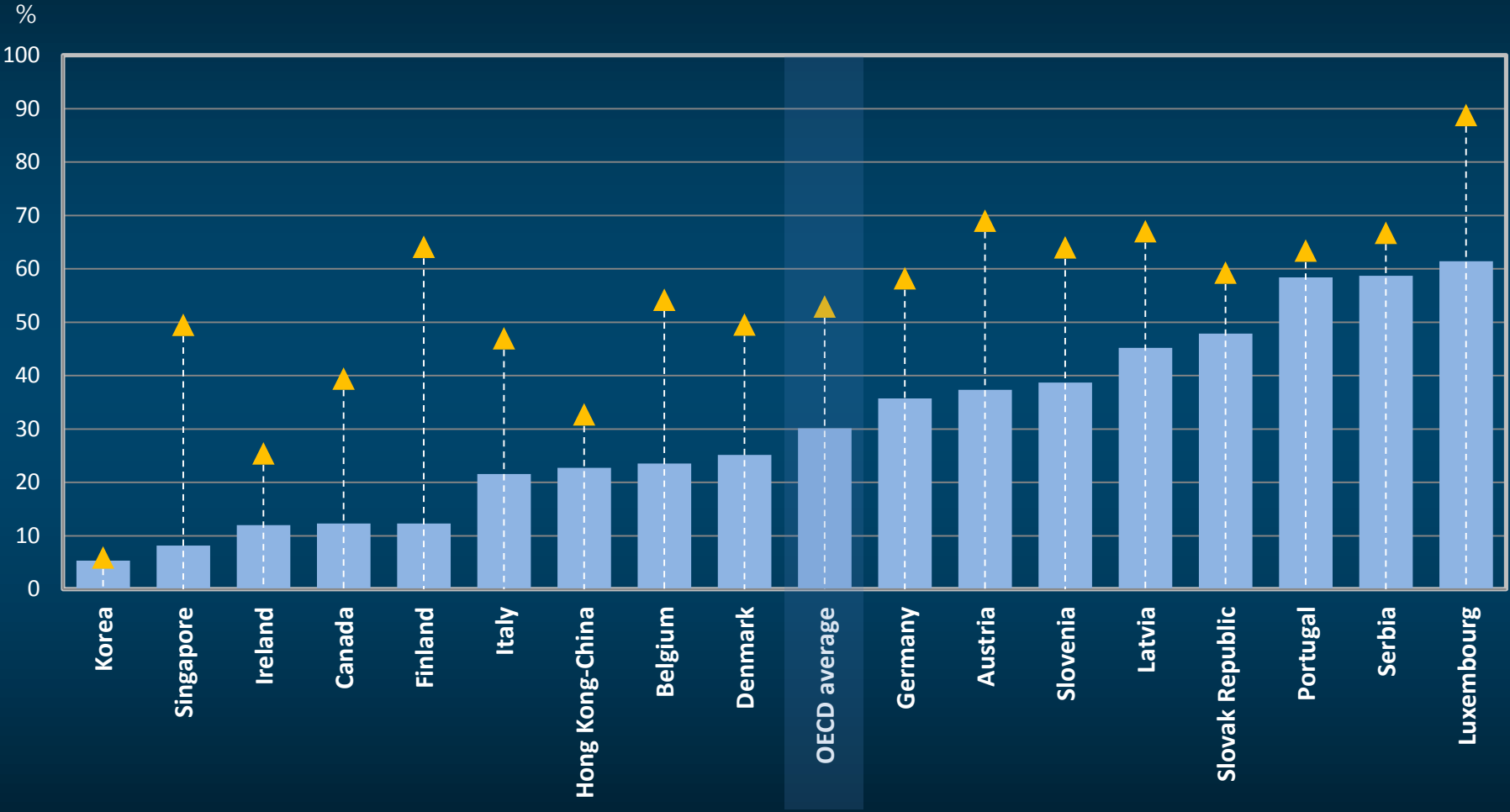
Percentage of students who do not speak the language of assessment at home and who participate in at least two hours of training per week to improve their skills in the language of assessment

— All students ● Between 0 and 4 years old when arrived ▲ 10 years old or more when arrived

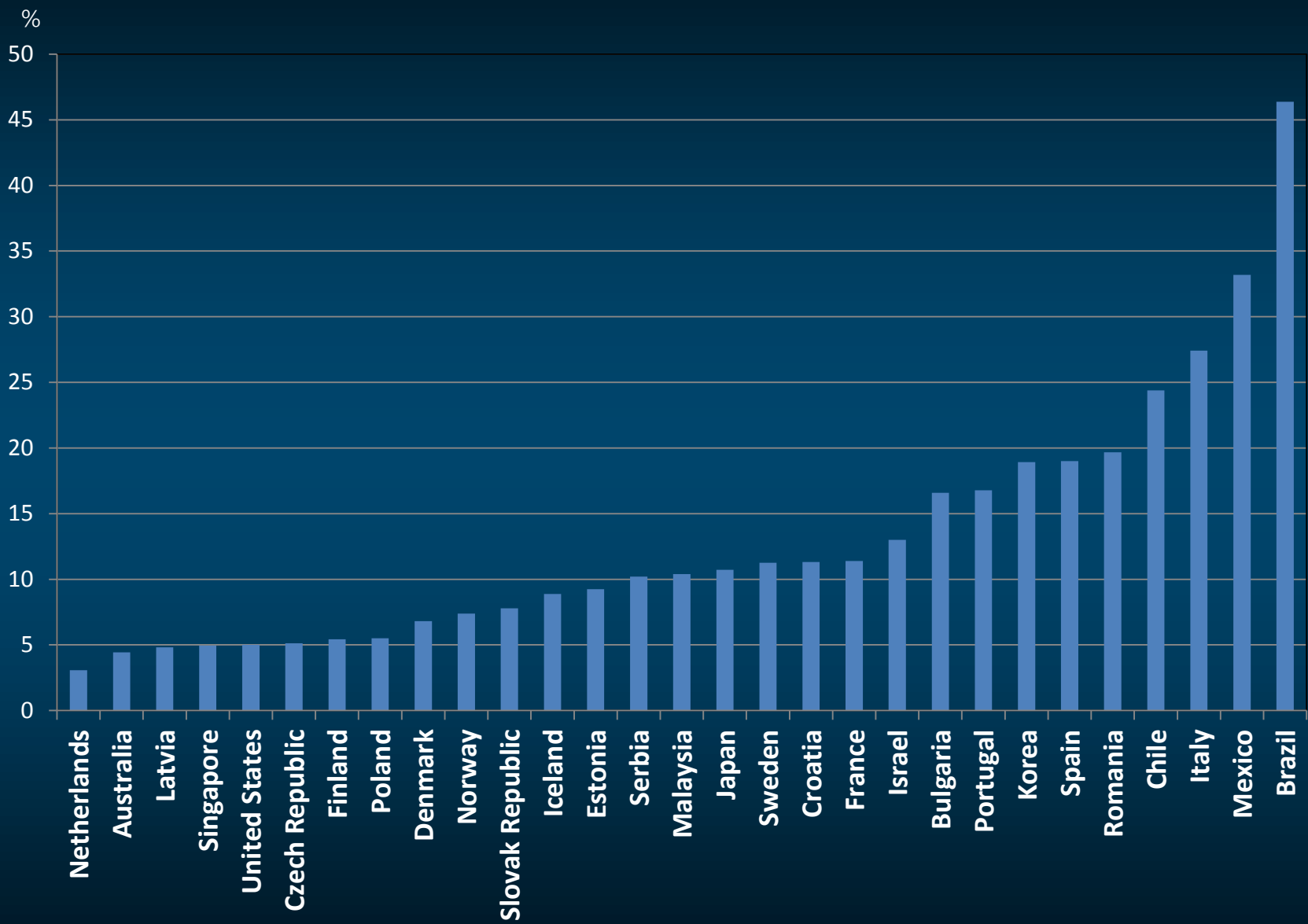


Percentage of students who speak their heritage language

■ With their classmates ▲ With their mother

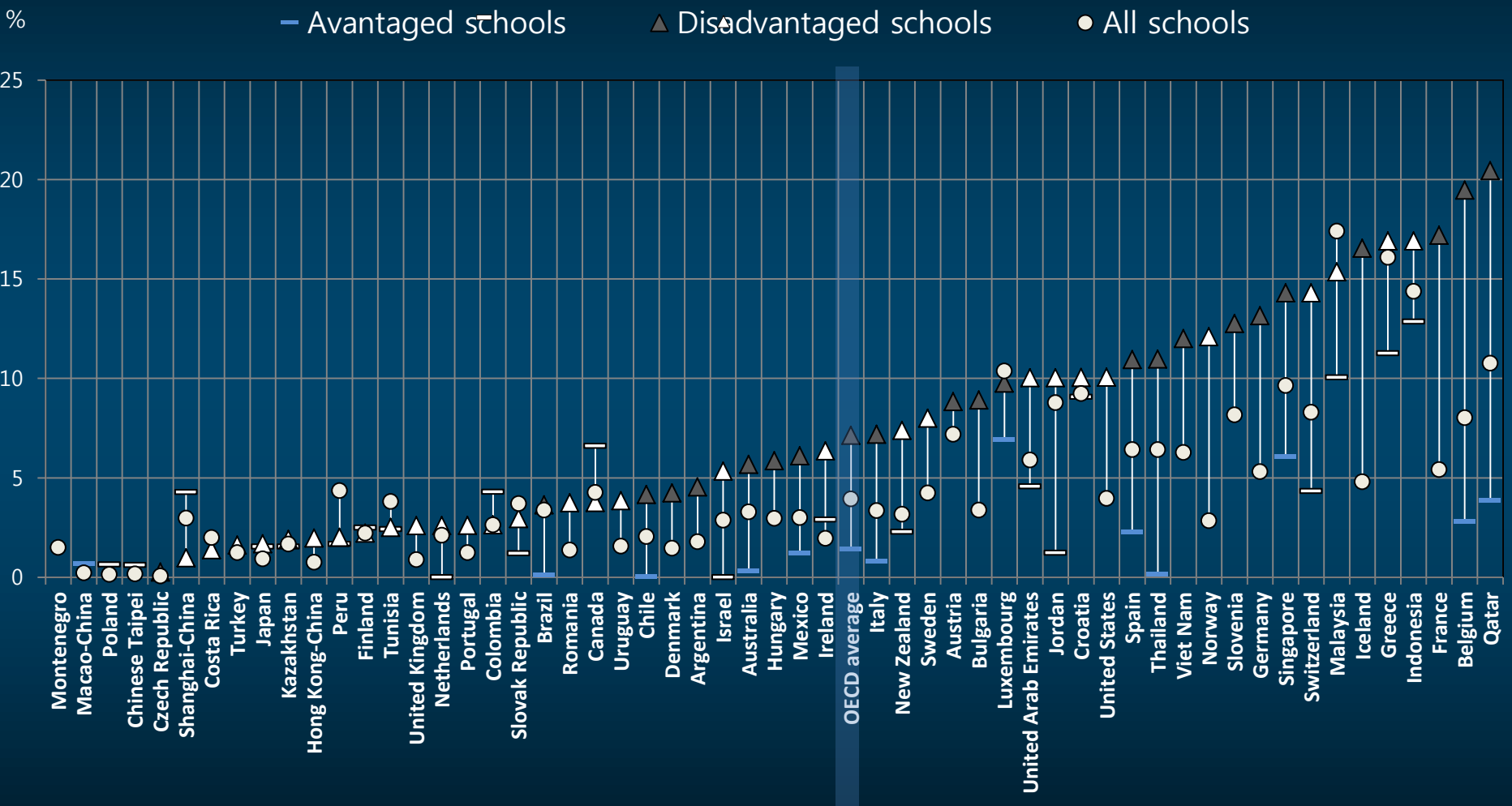


Percentage of lower secondary teachers indicating they have a high level of need for professional development in the area of teaching in a multicultural or multilingual setting.

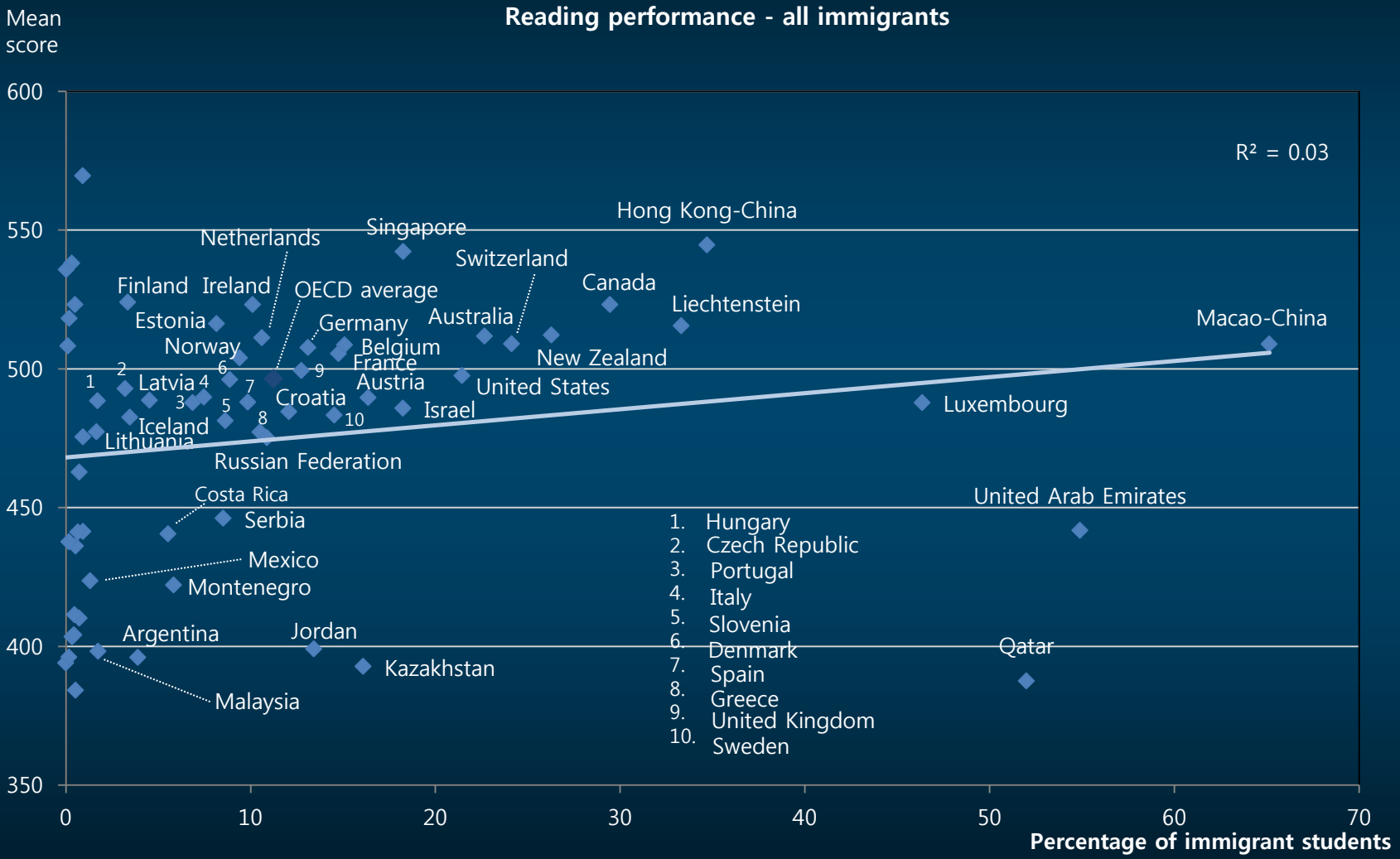


Source: OECD TALIS Database.

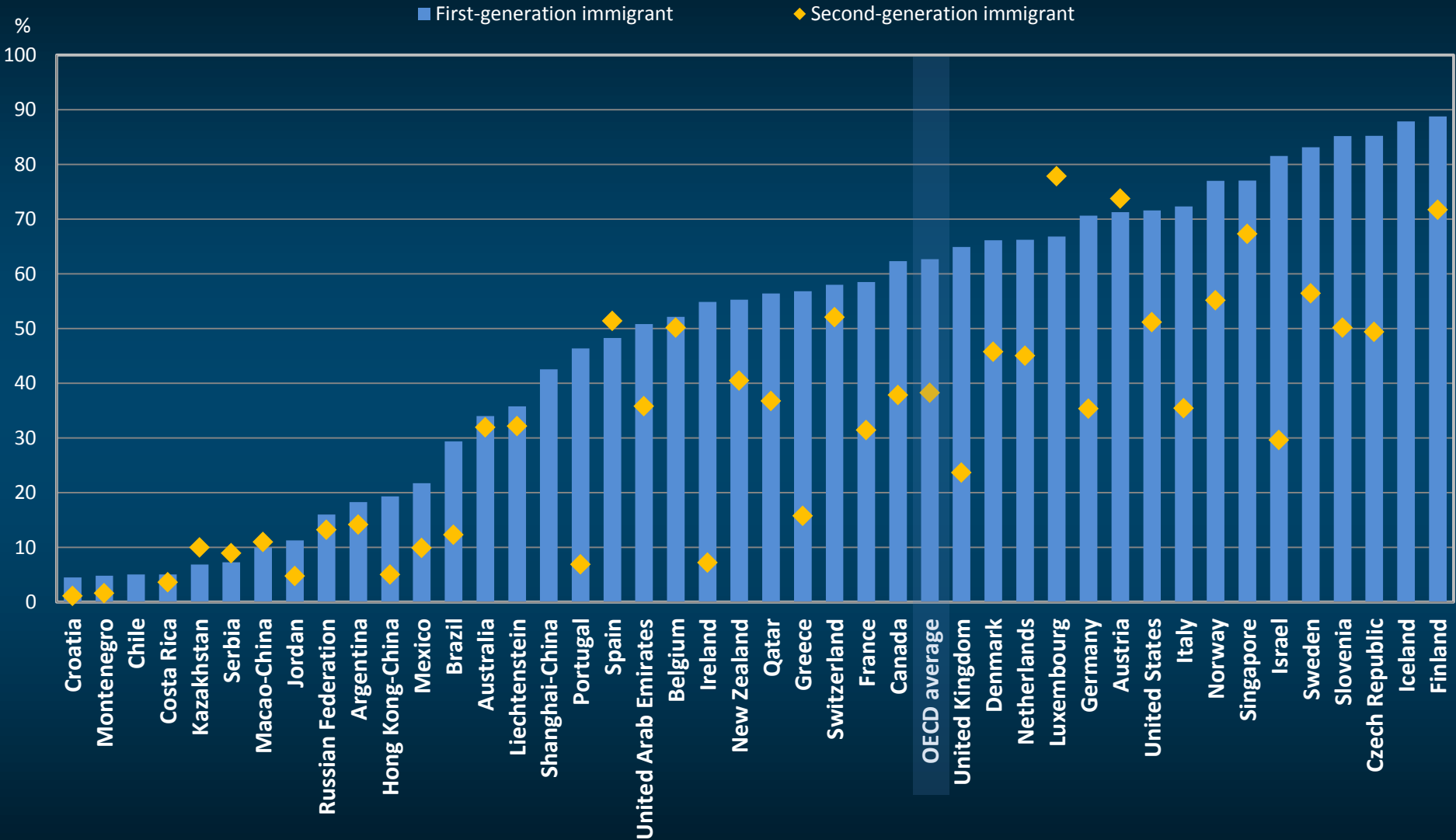
Percentage of students in schools where the principal reports that ethnic diversity hinders learning



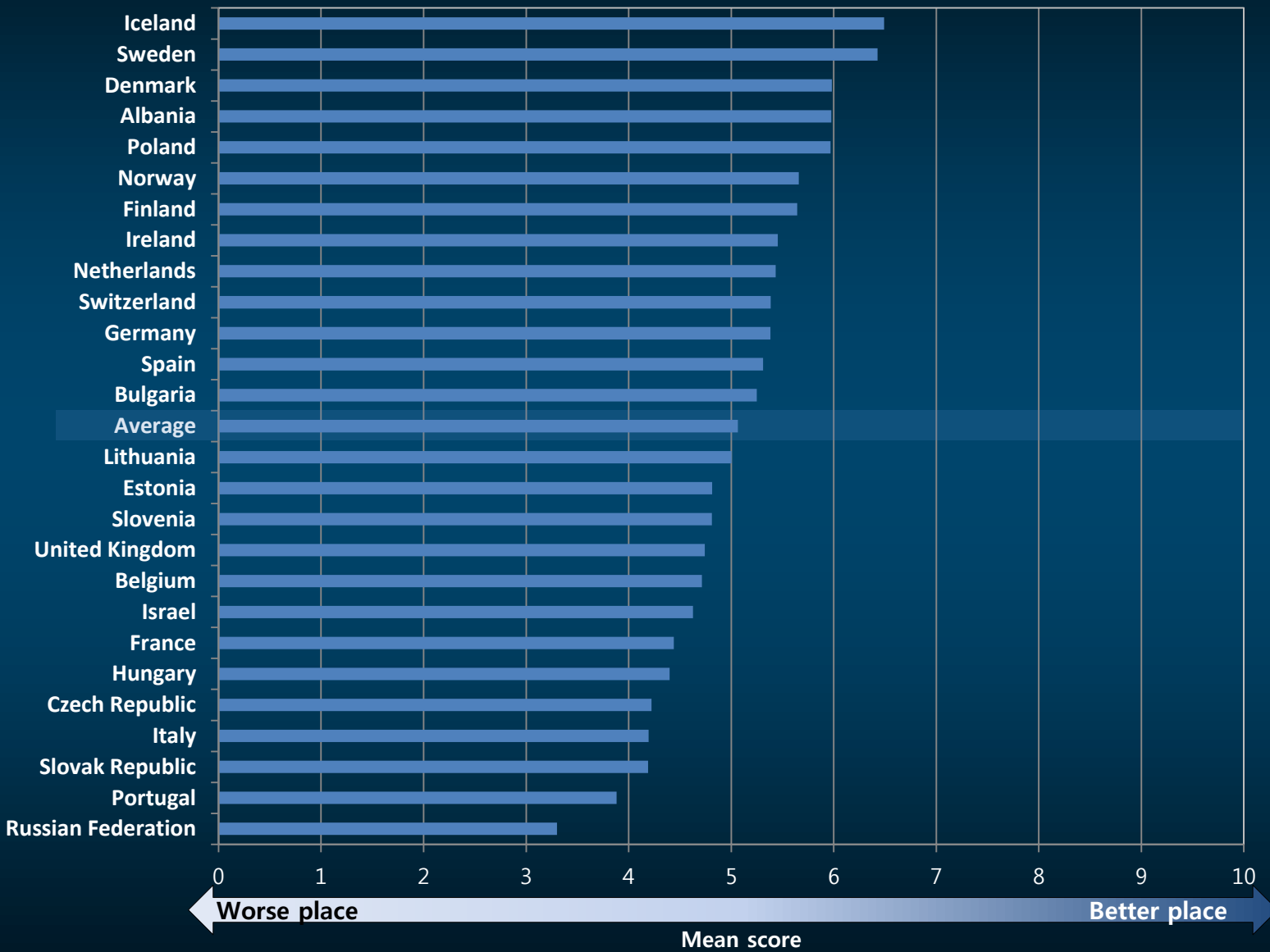
Relationship between the percentage of immigrant students and a school system's average performance in reading



Percentage of immigrant students who do not speak the language of assessment at home

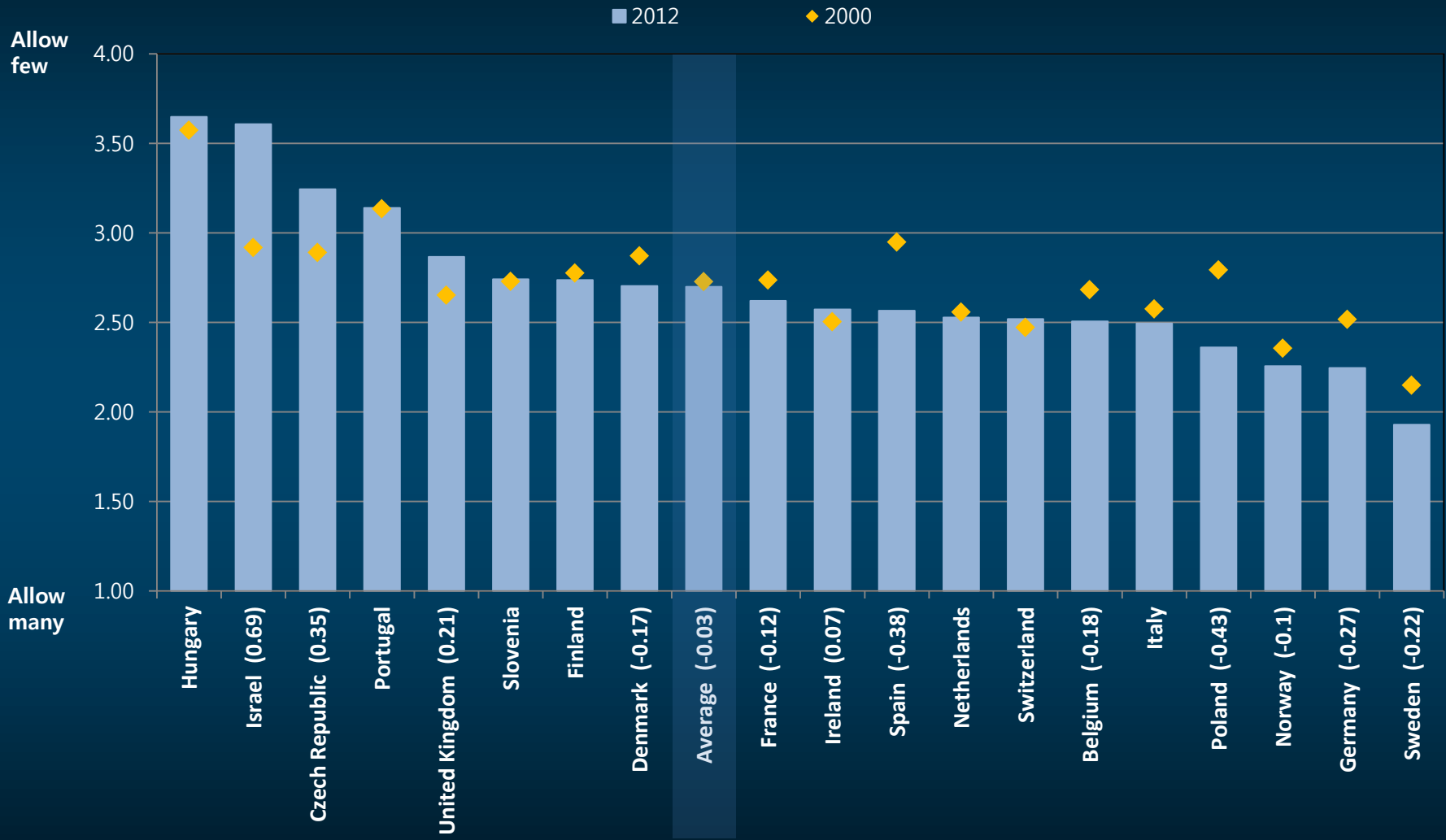


Individual reports on whether the country is made a worse or better place to live by immigrants



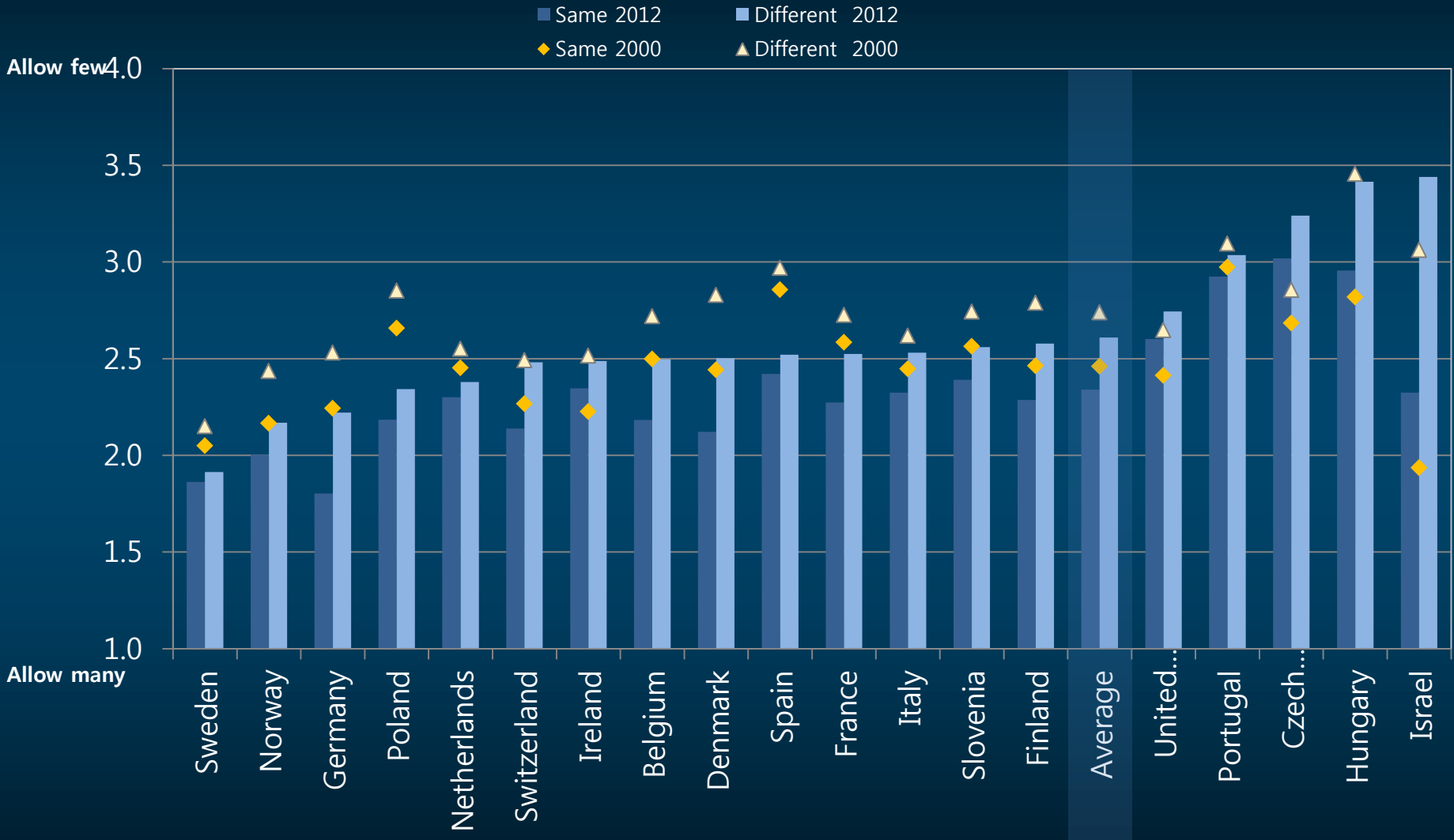
Source: European Social Survey 2012.

Allow many or few immigrants from poorer countries outside of Europe



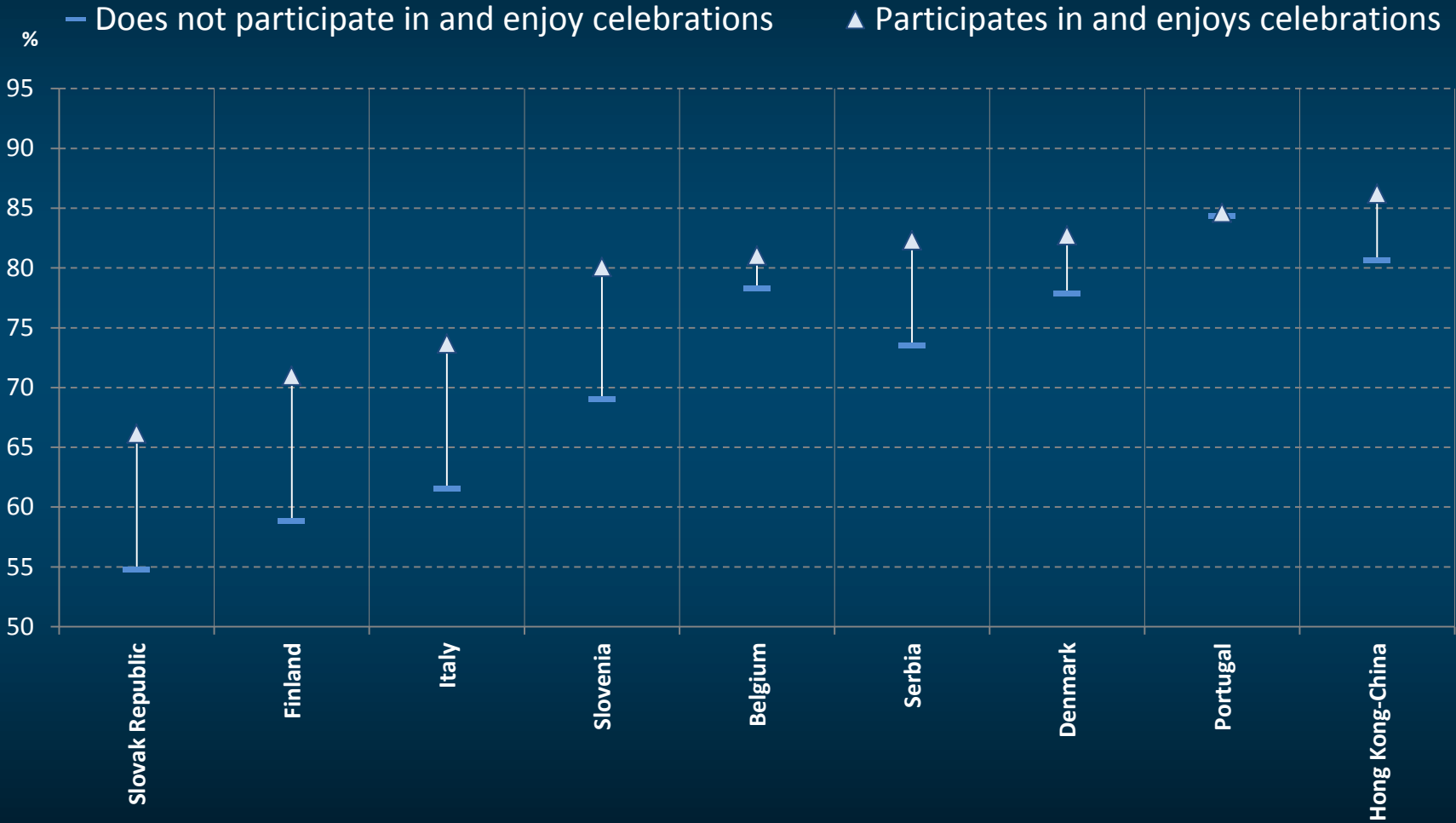
Source: European Social Survey.

Allow many/few immigrants of different or same race/ethnic group from majority



Source: European Social Survey.

Heritage-culture celebration



- Provide opportunities for young people to learn about global developments that affect the world and their lives
- Teach students how they can develop a fact-based and critical worldview of today
- Equip students with the means to access and analyse a broad range of cultural practices and meanings
- Engage students in experiences that facilitate international and intercultural relations
- Promote the value of diversity, which in turn encourages sensitivity, respect and appreciation.

Thank you!

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