



IMPROVING THE EDUCATION AND SOCIAL INTEGRATION OF IMMIGRANT STUDENTS

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with

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HUMANITARIANISM AND MASS MIGRATION
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PISA in brief

In 2015, over half a million students...

- representing 28 million 15-year-olds in 72 countries/economies

...took an internationally agreed 2-hours-test...

- assessing their capacity to extrapolate from what they know and creatively apply their knowledge in novel situations

...and responded to questions on...

- their personal background, their schools, their well-being, their motivations

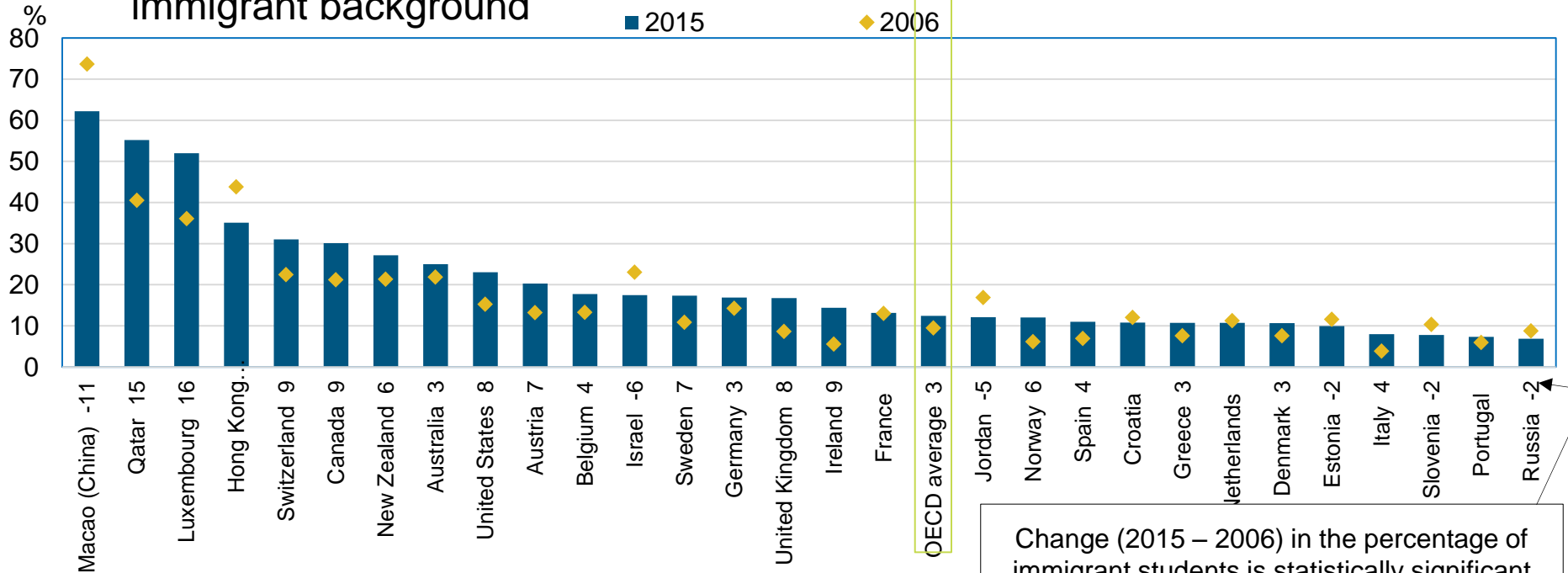
Parents, principals, teachers provided data on

- school policies, practices, resources and institutional factors that explain performance and well-being at school

PISA 2015 was the sixth round of PISA and focused on science

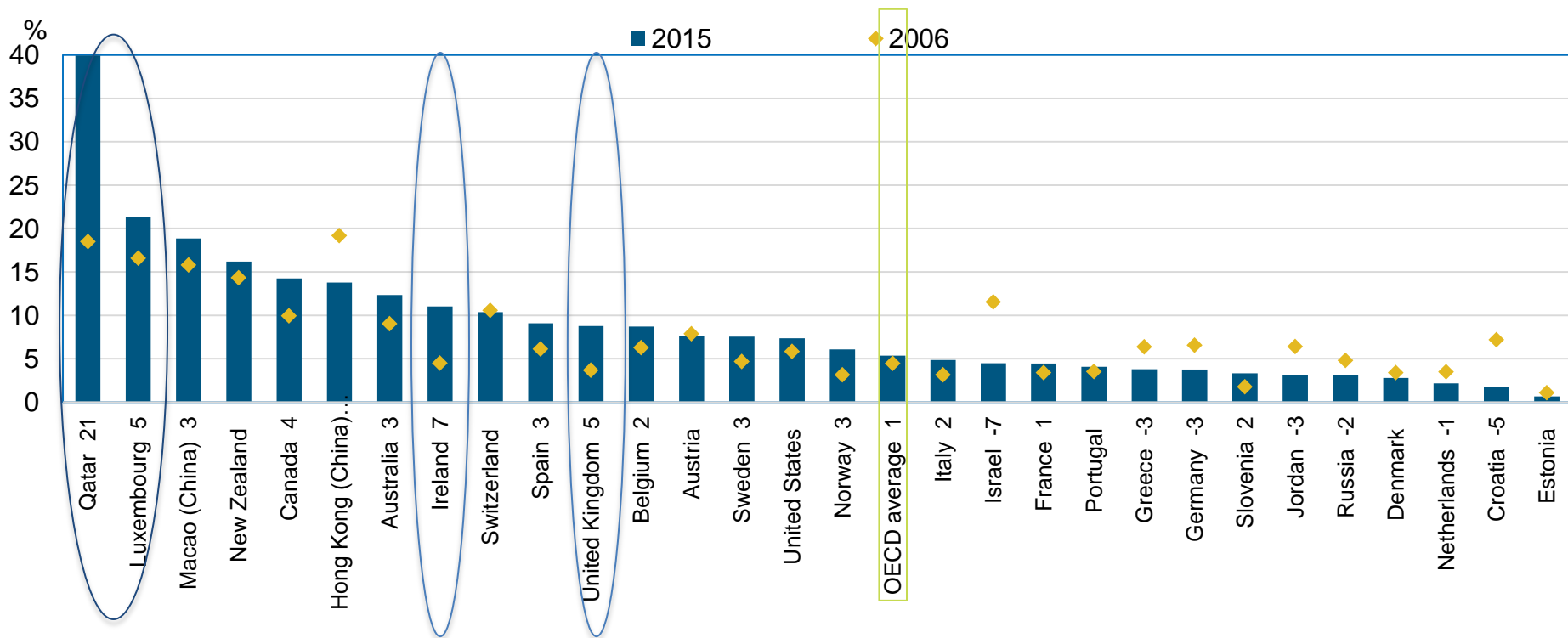
Three points increase in the percentage of immigrant students between 2006 and 2015 across OECD countries (from 9.4% to 12.5%)

Percentage of students with an immigrant background

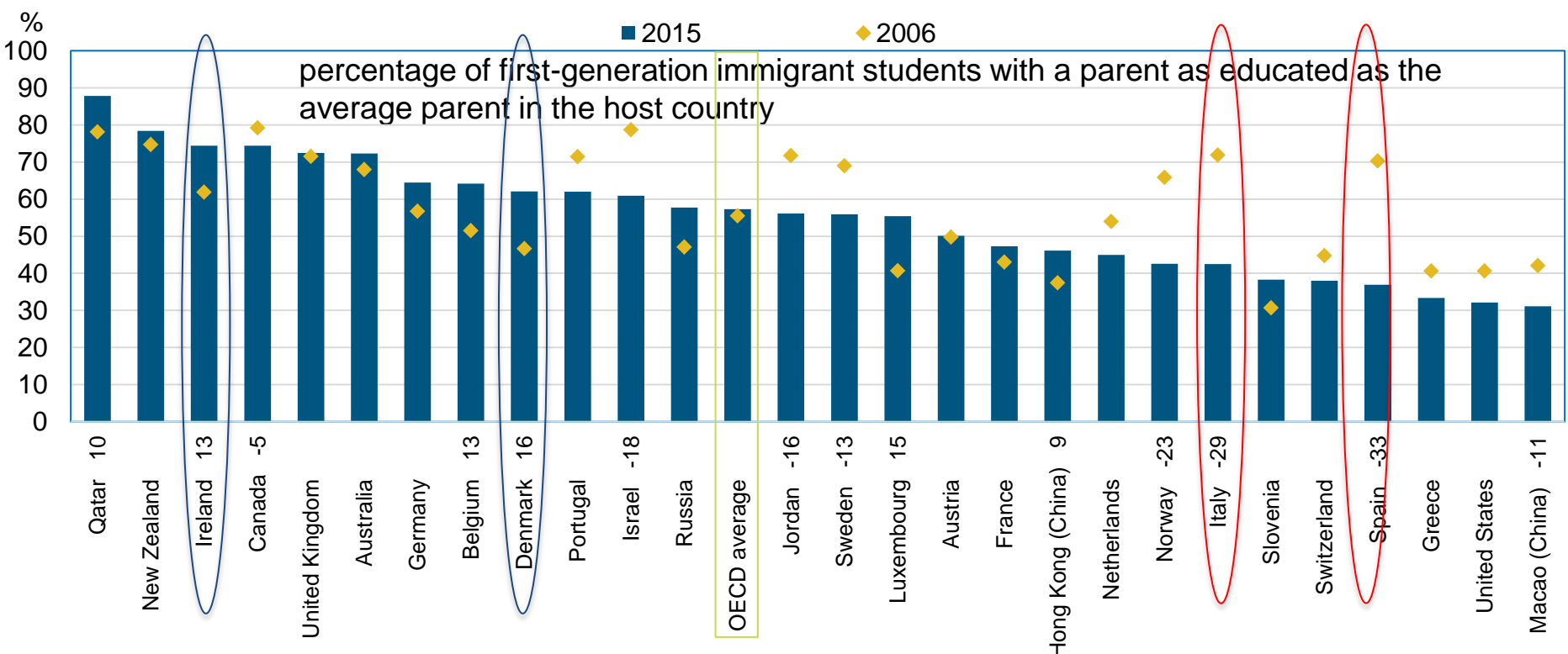


Around one third of this growth comes from the increase in the percentage of first-generation immigrant students (from 4.5% to 5.4%)

Percentage of first generation immigrant students

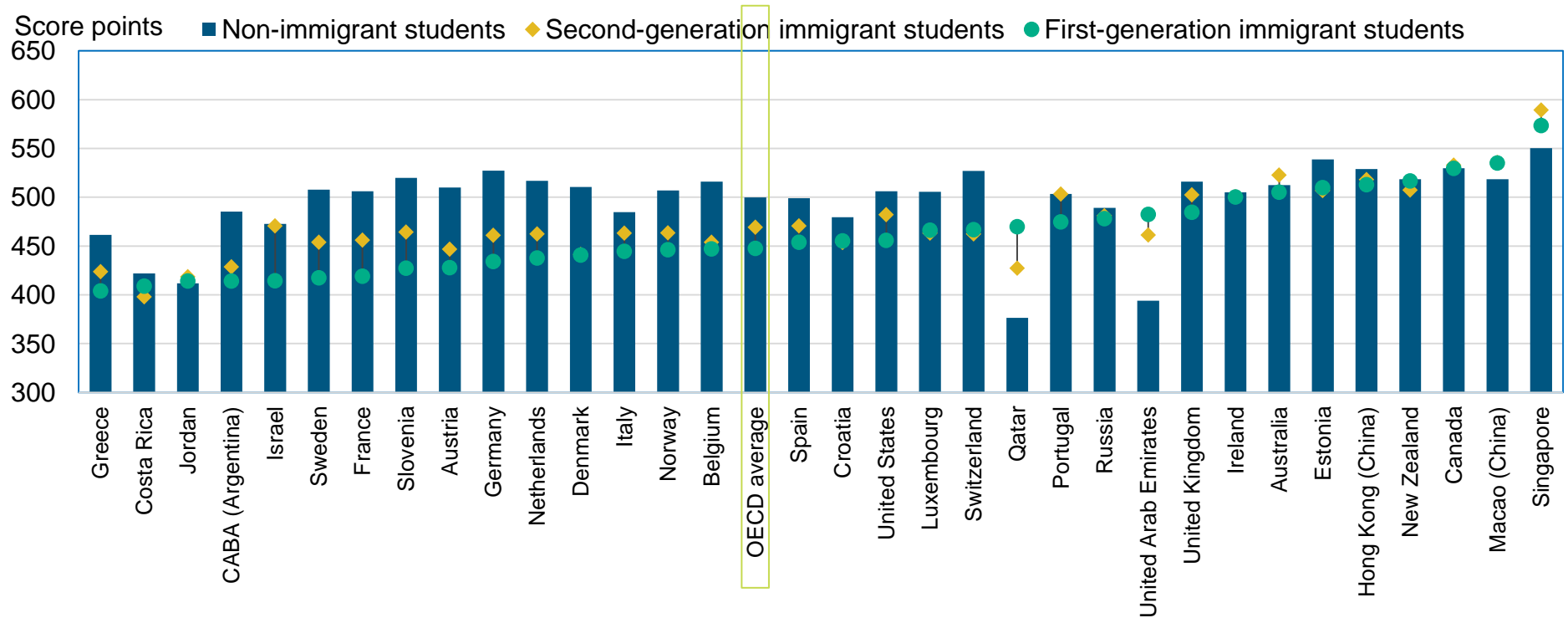


On average, 57% of first-generation immigrant students have at least one parent who attended school for as many years as the average parent in the host country

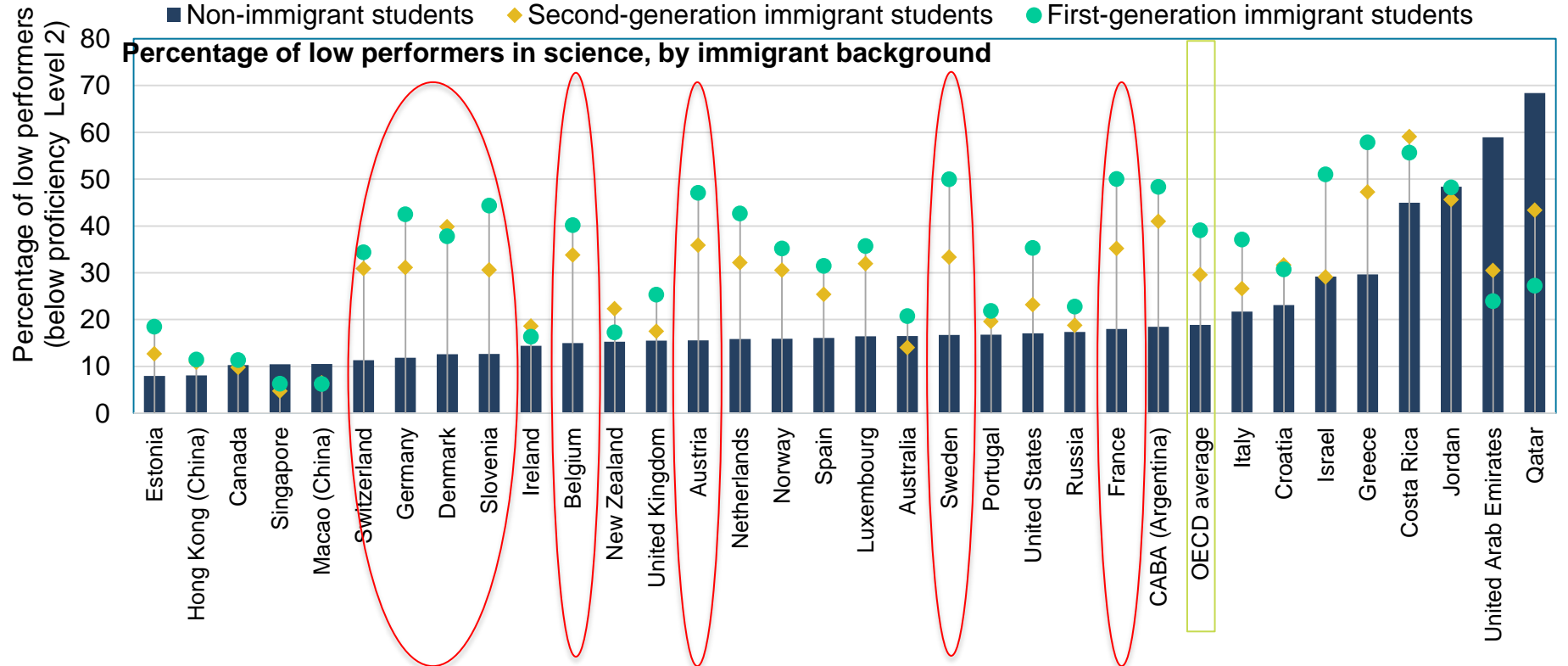


In most countries, both first- and second-generation immigrant students tend to perform worse than students without an immigrant background

Student performance in science, by immigrant background

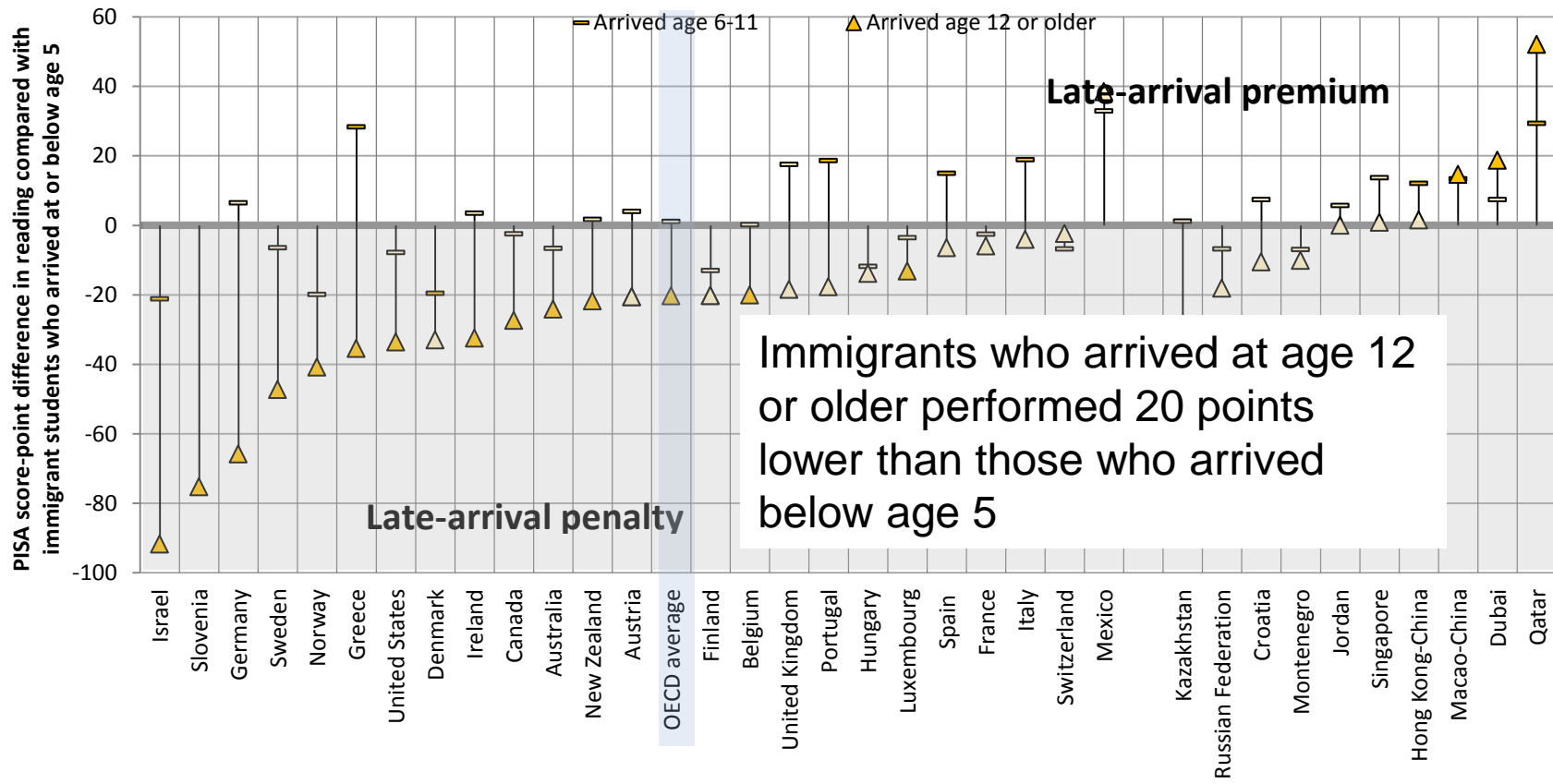


39% of first-generation immigrant students and 29% of second-generation immigrant students perform below the PISA baseline level (this is 19% for non-immigrant students)



Students who arrived at age 12 or older lag farther behind than students who arrived at younger ages.

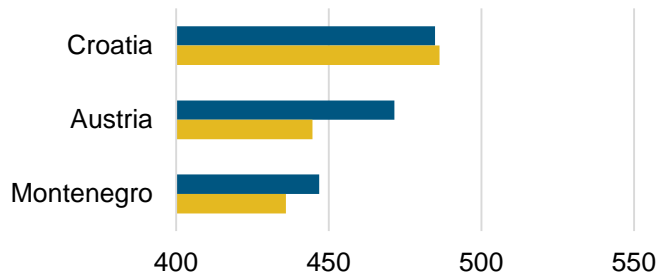
Reading proficiency, by age at arrival



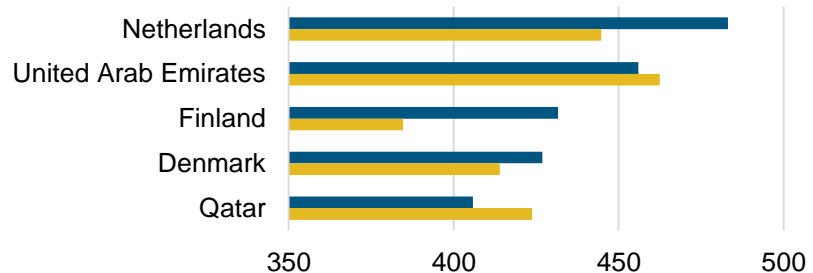
Learning and living conditions at destination play a significant role in helping immigrant students fully develop their academic potential...

■ **Second-generation immigrant students'** score after accounting for socio-economic status
■ **First-generation immigrant students'** score after accounting for socio-economic status

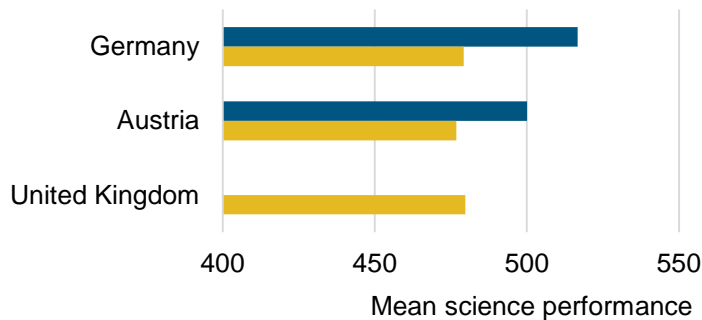
Students from **Bosnia and Herzegovina** in:



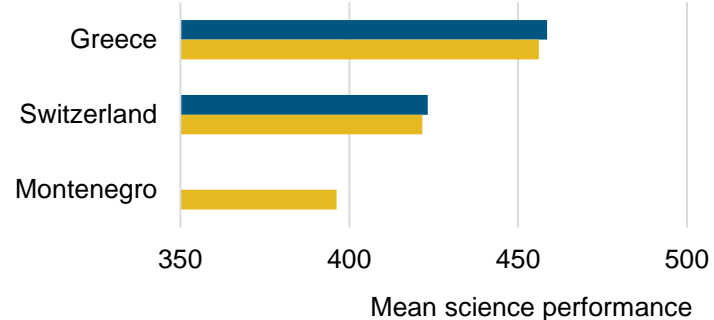
Students from **Arabic-speaking countries** in:



Students from **Poland** in:

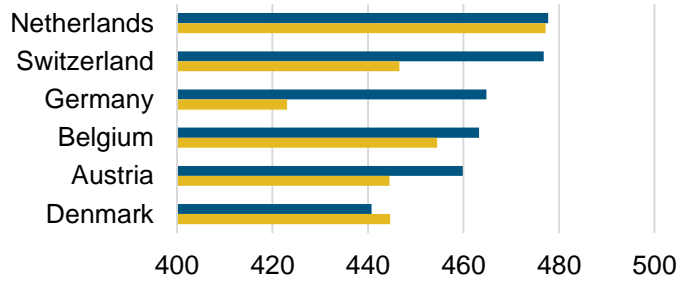


Students from **Albania** in:

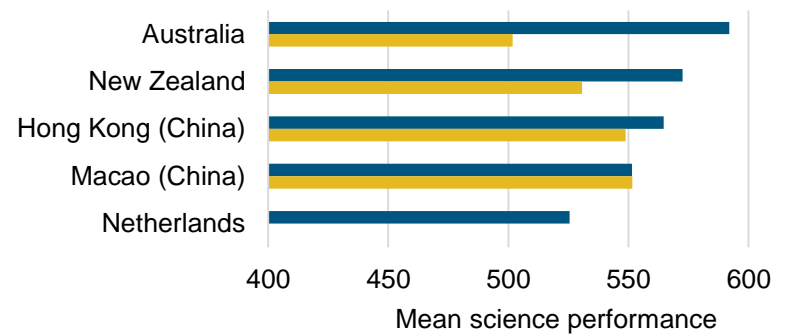




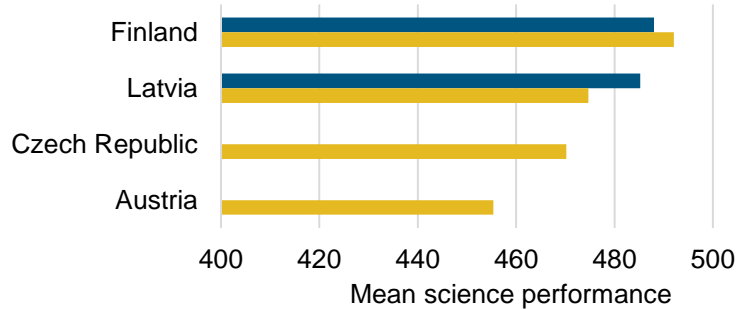
Students from **Turkey** in:



Students from **mainland China** in:



Students from **Russia** in:



- **Second-generation immigrant students'** score after accounting for socio-economic status
- **First-generation immigrant students'** score after accounting for socio-economic status

...and their sense of belonging at school

Students from Arabic speaking countries in:

■ Sense of belonging

Students from Iraq in:

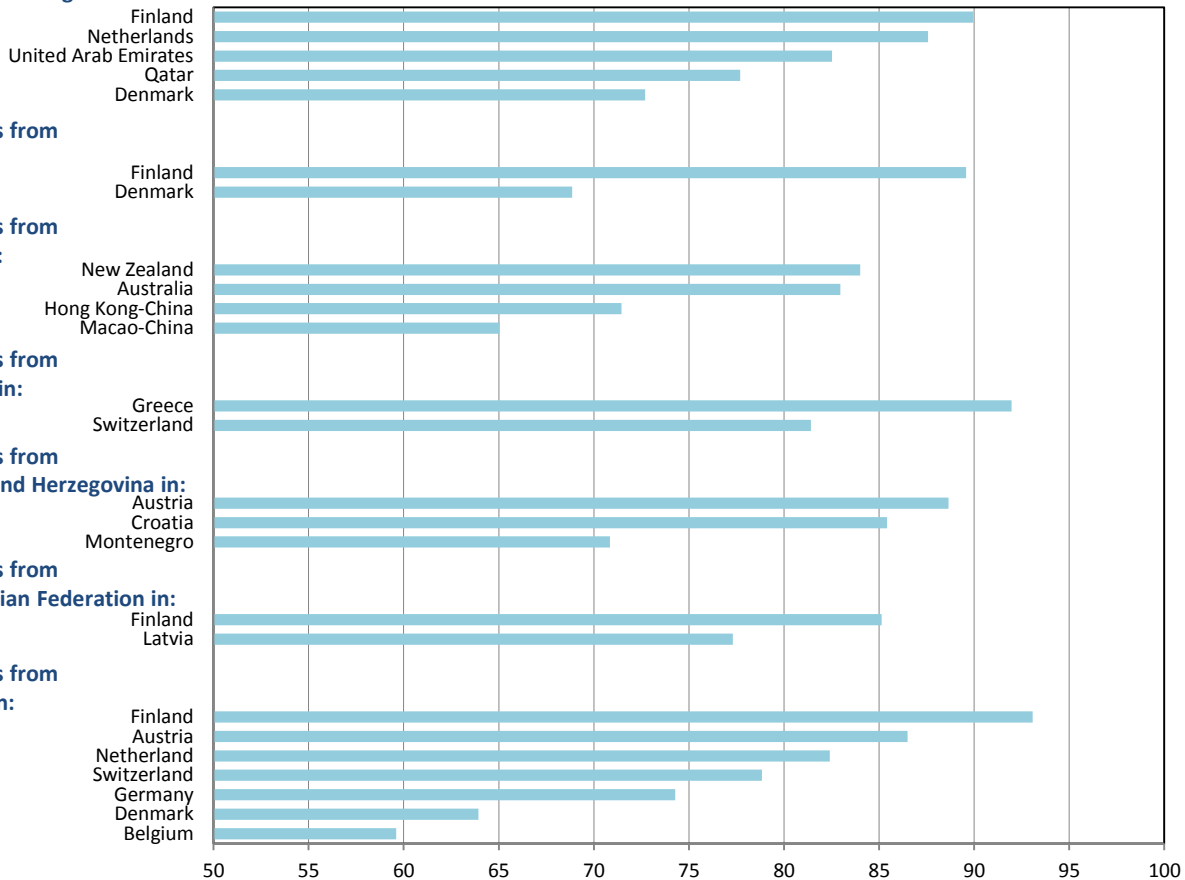
Students from China in:

Students from Albania in:

Students from Bosnia and Herzegovina in:

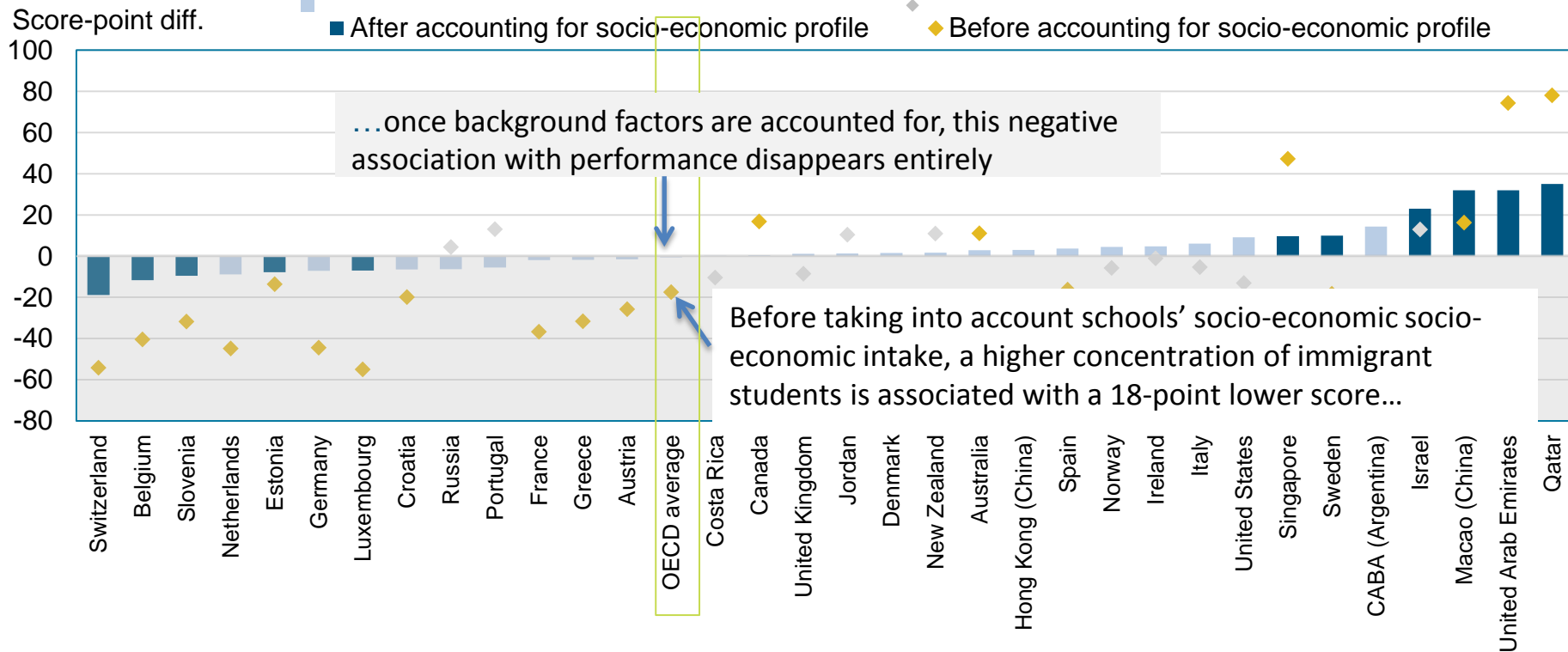
Students from the Russian Federation in:

Students from Turkey in:

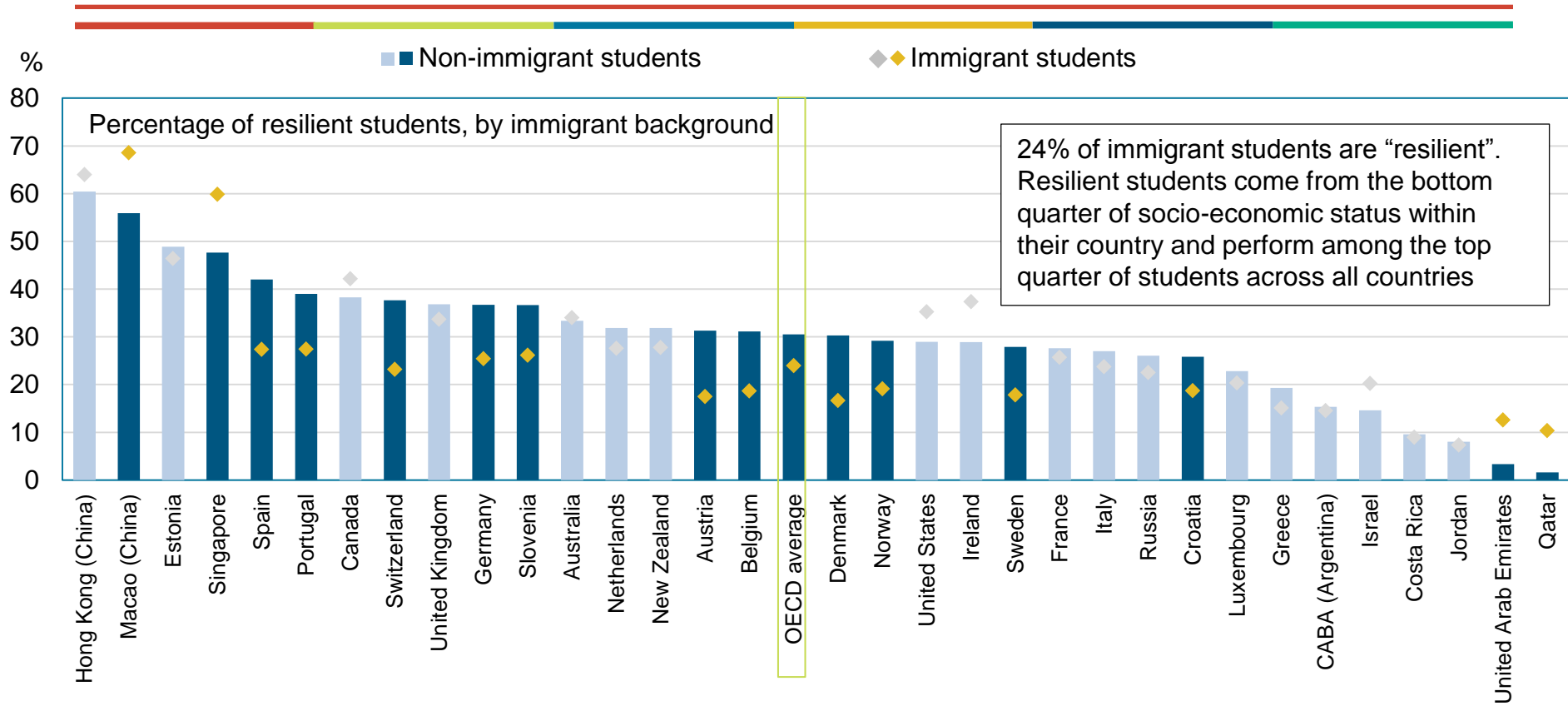


It is the concentration of socio-economic disadvantage, and not the concentration of immigrants per se, that has detrimental effects on school performance

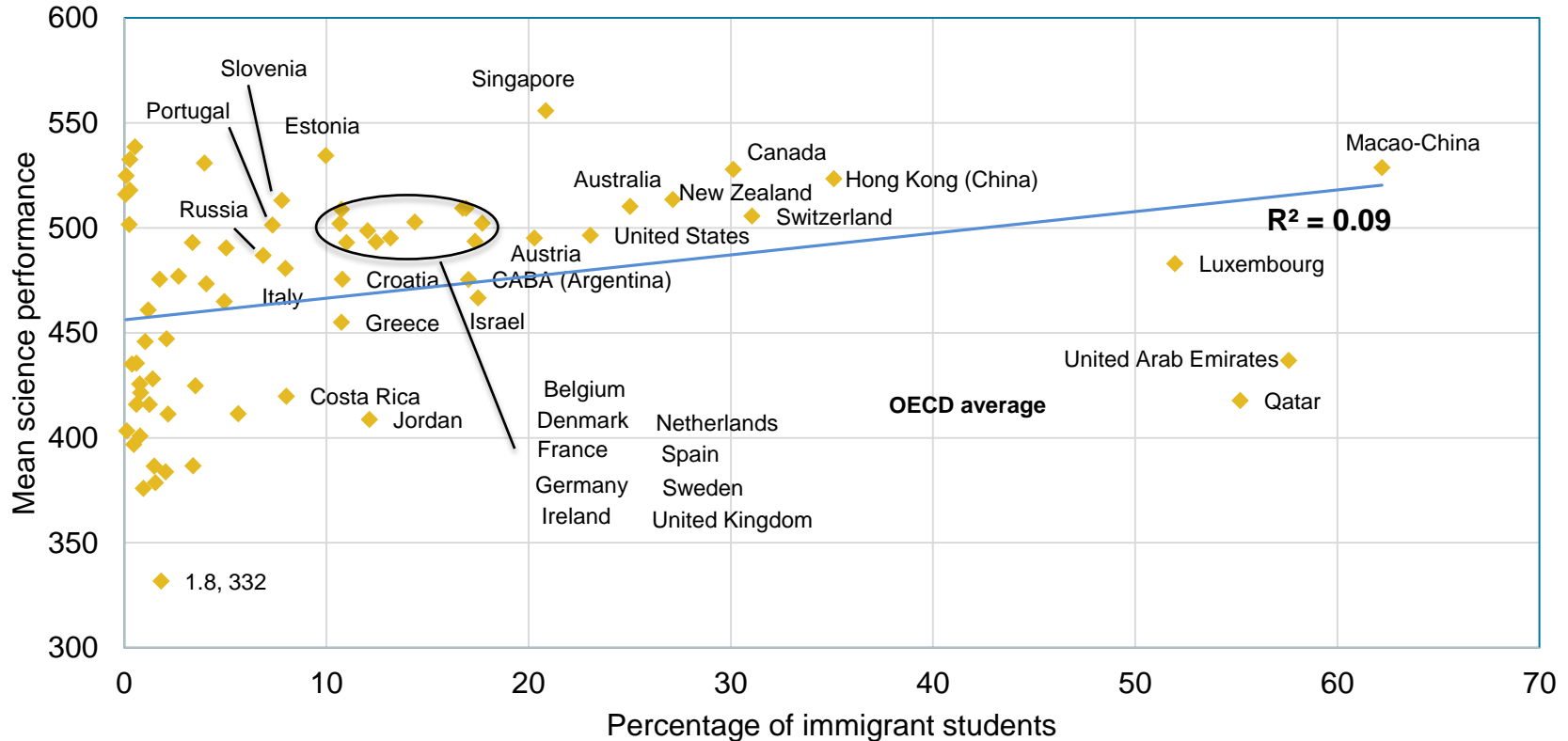
Concentration of immigrant students and student performance



Many disadvantaged immigrant students perform at very high levels by international standards



There is no relation between the percentage of immigrant students and education systems' average performance



Schools can make the difference for integration by teaching openness and understanding

Schools can

- 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.

PISA 2018 Global Competence Assessment

Global Competence is the capacity to examine global and intercultural issues, to take multiple perspectives, to engage in open, appropriate and effective interactions with people from different cultures and to act for collective well-being and sustainable development.

Characteristics of test questions in the cognitive test of Global Competence

A typical assessment unit simulates a learning activity about global issues or describes an intercultural situation that students could experience.

This week your school is holding “The Human Rights Week” and your group is in charge of making a poster on...

One of your online friends tells you about her new classmate Ninn who comes from an immigrant family...

Characteristics of test questions in the cognitive test of Global Competence

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- The scenarios focus on issues and situations where different perspectives exist, and give voice to these different perspectives.

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- Students play multiple roles in the scenarios: researchers, journalists, mediators, team-members, debaters...

Characteristics of test questions in the cognitive test of Global Competence

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- The scenarios focus on issues and situations where different perspectives exist, and give voice to these different perspectives.
- Students play multiple roles in the scenarios: researchers, journalists, mediators, team-members, debaters...
- The items ask students to:
 - select the most reliable among different sources of information;
 - evaluate whether a statement is based on evidence;
 - choose among possible explanations of an issue or situation;
 - identify stereotypes, generalizations and insensitive language;
 - analyse the contextual and cultural drivers of different positions;
 - select among possible actions for solving a problem or a conflict...

Features of the student questionnaire

The student questionnaire on Global Competence will provide:

1. self-reported data on the following skills and attitudes:
 - Proficiency in foreign languages and study of foreign languages at school
 - Interest in learning about other cultures
 - Adaptability to different cultural environments
 - Perspective taking skills/emphathy
 - Awareness of intercultural communication
 - Awareness of global issues (e.g. migration, climate change, inequality...)
 - Attitudes towards immigrants
 - Global Mindedness
2. Information on opportunities students have at school to learn about other cultures.
3. Information on students' participation in activities to solve global issues and learn about others out of school (volunteering...)

Features of the school and teacher questionnaires

The questionnaires provides information about:

- Teachers' beliefs about diversity and inclusion policies at school
- Curriculum coverage of the histories and culture (e.g. beliefs, norms, values, customs, or arts) of diverse groups
- Schools' activities for multicultural learning (e.g. cultural events, exchange programmes)
- Teachers' practices to facilitate interactions and peer-to-peer learning between diverse students
- School policies to facilitate the integration of foreign-born students and non-native speakers
- Teachers' professional experience and training in intercultural communication and in teaching multicultural classes
- Teachers' self-efficacy in multicultural environments

Thank you!

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www.oecd.org/pisa

Framework of the Global Competence Assessment



PISA
OECD Programme for
International Student Assessment

