

# YOUNG FOREIGNERS AND SCHOOLING

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BETTER POLICIES FOR BETTER LIVES



International Organization for Migration (IOM)

The UN Migration Agency



UNITED NATIONS

Gabrielli et al., immigrant youths from early leaving and continue their studies

# Why education is important?

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International research showed that school drop-out has important effects on the whole society and in particular on the social inclusion of immigrants.

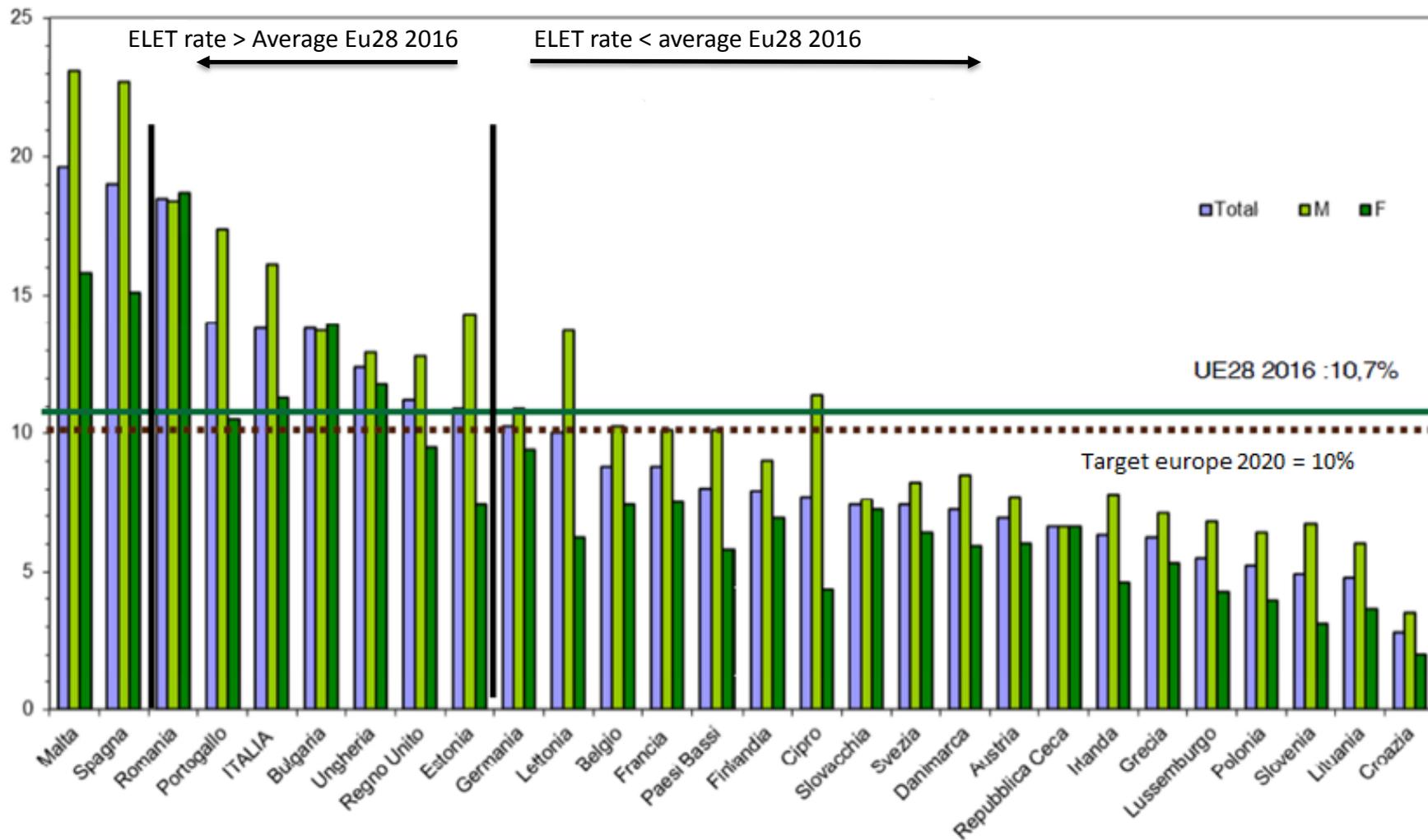
The greater risks are related to:

- Unemployment ([Freeney & O'Connell 2012](#))
- Poverty ([Anisef et al. 2010](#))
- Health problems ([Traag e Van der Velden 2011](#))
- Delinquency and prison detention ([Mehan 2008](#))

ELET indicator represents the “quota of youths aged 18-24 with at most a compulsory level of education, who leaved school before they have finished their course and do not have attended any other course since last four weeks”.

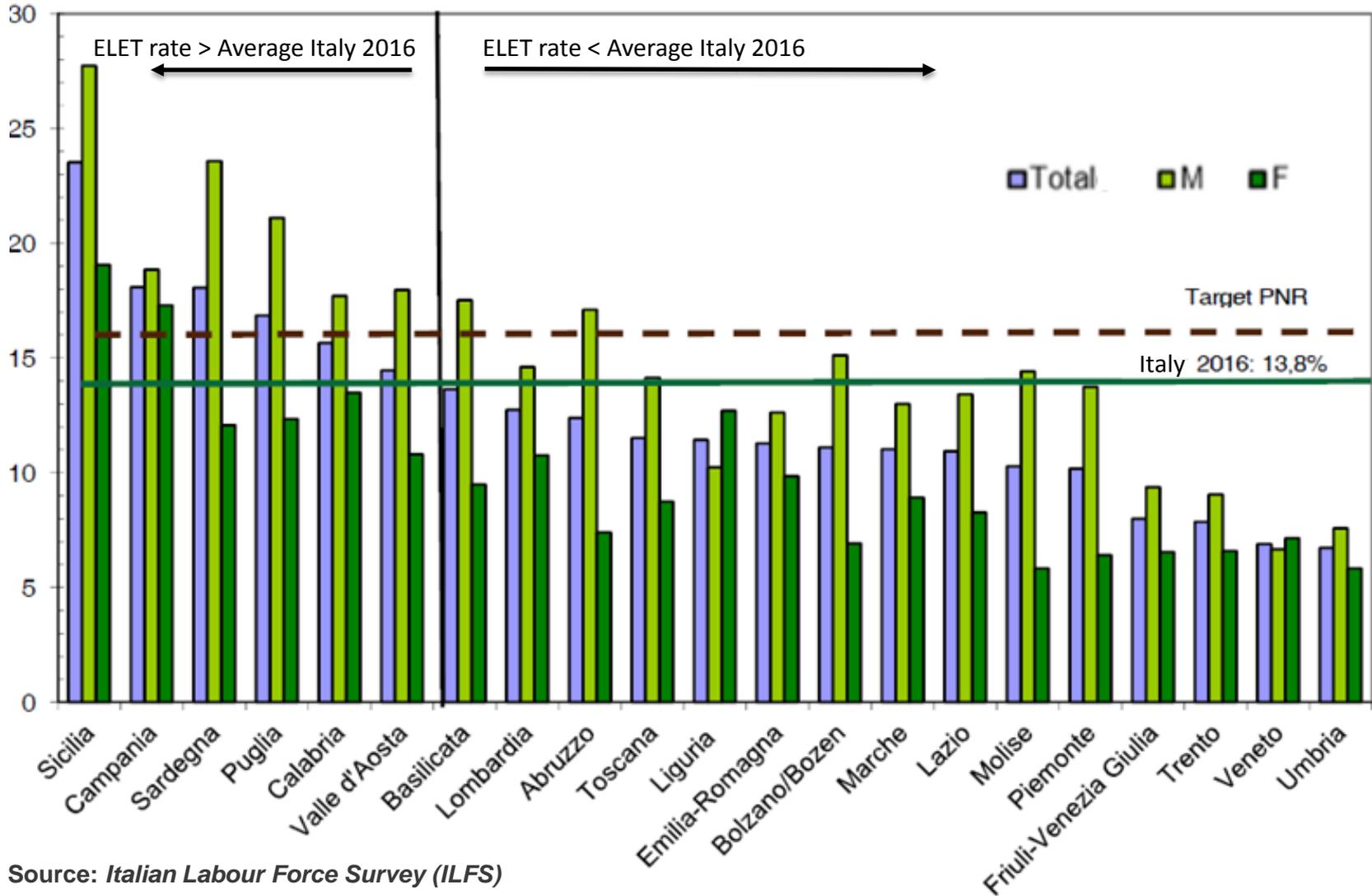
The European Commission decided the goal to reduce within 2020 the percentage of Early Leavers from Education and Training to less than 10%.

# Early Leaving from Education and Training (Eu28 – 2016)



Source: Eurostat, European Union Labour Force Survey

# Early Leaving from Education and Training Italy - 2016



Source: Italian Labour Force Survey (ILFS)

# Determinants of school drop-out

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Some determinants of school dropout are present in all Western countries.

International literature has identified two main macro-groups ([Thibert 2013](#); [European Commission 2014](#)):

- one considers the characteristics of respondents and of their family of origin;
- the other one concerns the aspects related to the school.

## Determinants of school drop-out: aspects related to the students and their families

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- **Sex** – Male students are more likely to leave school early than females ([Rumberger, 1995](#); [Croll, 2009](#)).
- **Social and cultural background**– A student of a medium-high social class or having parents with a high level of education has less risk of early school leaving ([Berolini et al 2015](#); [Dalla Zuanna et al., 2009](#)).
- **Origin background and migration generation** – Immigrant students have a greater risk of drop-out. Indeed, the risk of early leaving studies is related to the mother language ([Cardinali et al. 2016](#)), age on arrival ([Chiswick & DebBurman 2006](#)) and ethnicity ([Freeney & O connel 2012](#)).
- **Household and parents' integration** – The generalized fragility of immigrant households (disrupted, extended, reconstituted and refugee families) has a negative impact on school attitudes ([Grasso, 2015](#)); as well as the risk of drop out decreases with the increasing of parents' integration ([Chiswick and DebBurman 2004](#); [Favaro 2007](#)).

## Determinants of school drop-out: aspects related to the school

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- **Repetition of the school year** – there are adverse effects of the school year's repetition, such as worst school performances and a greater risk of drop-out ([Silberglitt et al., 2006](#), [Jacob e Lefgren, 2009](#), [Blount 2012](#)).
- **Participation in education and parents' expectations** – Parents, who support their children and those who have high school-expectations, protect their descendants from the risk of drop-out ([Traag & Van der Velden 2011](#)).

# Immigrant and their descendants of under 18 yrs old

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The rapid growth of immigrants  
recently involved Italy

- Italy, during the last 20 yrs, has become one of the most important **European destination countries**.
- Migrations in Italy: **wider, heterogeneous, stratified**  
... with a growing presence of the “**second generations**”

## 1991

- In census data the foreign immigrants aged less than 18 yrs.: **56,000** units.

## 1997

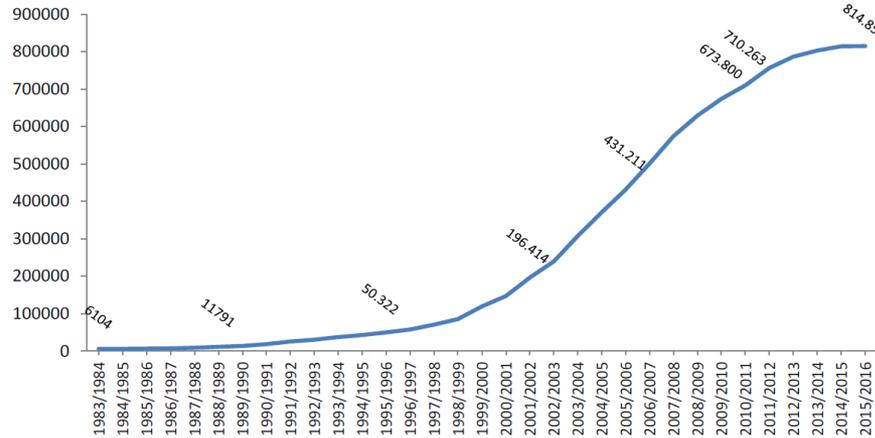
- First data on population registers  
about the foreign immigrants aged less than 18 yrs.: **126,000** units.

## 2017

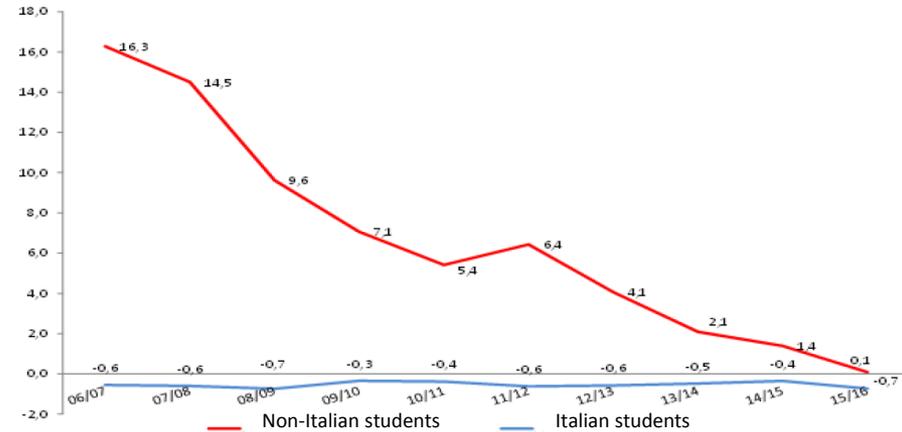
- **1million** under age 18
- **21 %** of the resident foreign population
- **10 %** of the total population at the same age (<18) in Italy
- The presence is unbalanced toward the **Northern** and **Central regions**
- The most frequent nationalities are **Albanians, Moroccans** and **Romanians**.

# Immigrant students in Italy

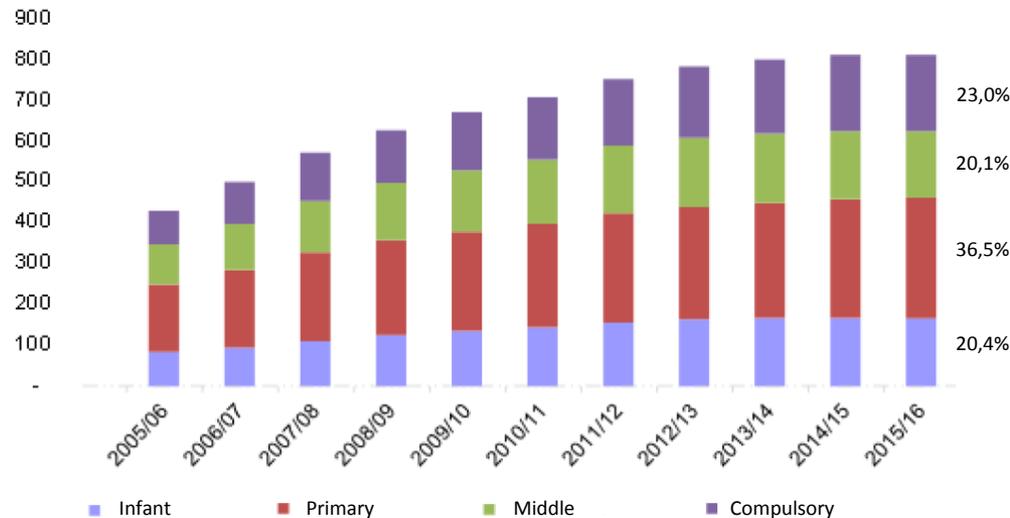
Number of non-Italian students in Italy, 1983/84 – 2015/16



% variation of students in Italy in respect to the previous scholastic year, 2006/07 – 2015/16



Thousands of non-Italian students by school order, 2005/06 – 2015/16

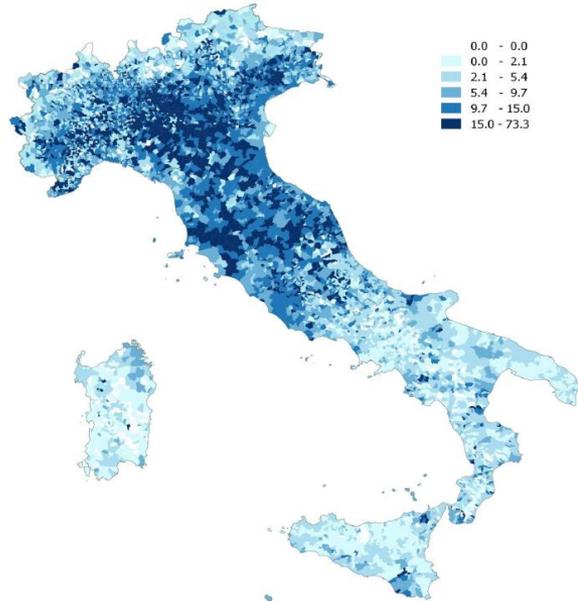


Gabrielli et al., immigrant youths from early leaving and continue their studies

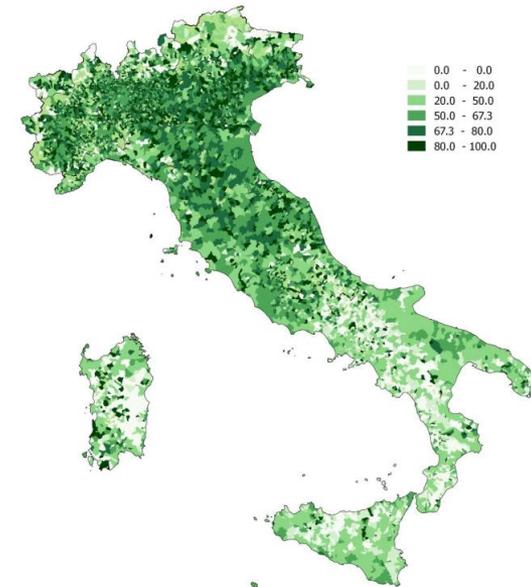
Source: MIUR, Italian Ministry of Education and Research

# Immigrant students in Italy

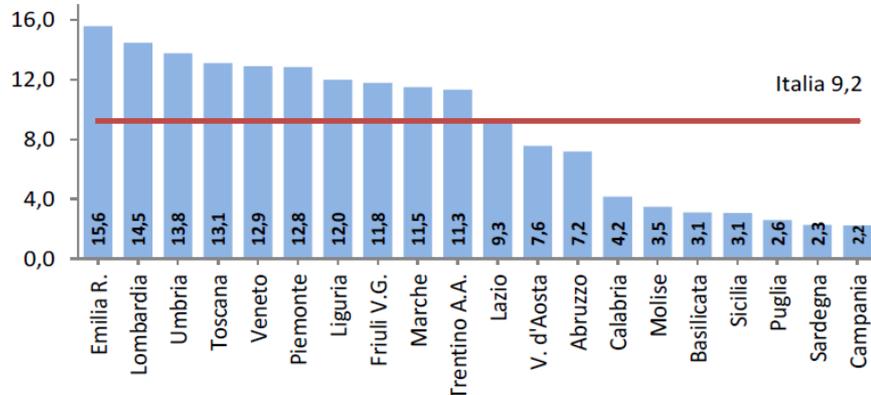
% of non-Italian students by Italian municipality, 2015/16



% of non-Italian students born in Italy, 2015/16



Incidence of non-Italian students by region, 2015/16



% of non-Italian stud. born in Italy by school order and year

School yr.	Total	Infant	Primary	Middle	Comp.
2011/2012	44,2	80,4	54,1	27,9	10,2
2012/2013	47,2	79,9	59,4	31,8	12,2
2013/2014	51,8	84,0	64,3	37,9	15,4
2014/2015	55,3	84,8	68,4	43,8	18,7
2015/2016	58,7	85,2	71,6	49,4	22,8
Abs. Val. 2015/2016	478.522	141.864	213.003	80.845	42.810

# SCIF project

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- Italian statistics on the presence of immigrants have been developed since '90s.
- Since the beginning of the new century, more information have been required in order to describe the multi-dimensionality of migration in Italy and develop efficient migrant policies.

**There has been an increasing need of surveys aimed to analyze the immigrant population and their descendants**

A first experience was the survey on Income and living conditions in immigrant families (EUSilc 2009) carried out by Istat on a sample of 6,000 foreign households (at least one resident foreign citizen)

# Why SCIF project?

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Later, in 2010, Istat launched a second survey project for the first time fully devoted to foreign population on **Social conditions and integration of foreign citizens (SCIF)** and aimed to:

- provide information on **living conditions of non Italian citizens and nationals with migratory background** (naturalized citizens)
- **widen information and knowledge** about migrants, especially on the topics not covered by administrative data, such as **opinions, attitudes and behaviours of migrants** and **explain relationships** between variables
- provide information and indicators able to **support migration policies** oriented to assistance and integration of migrants
- analyse each of the **main foreign communities living in Italy** and in combination with sub-groups of people that can be identified (by gender, migrant generation, employment, educational level, etc)
- Making **comparison between foreign citizens and nationals**

# SCIF methodological aspects

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- **Universe:** resident foreign population (frame: municipality register of population)
- **Sample units:** households with at least one foreign citizen
- **Sample size:** about 10,000 households living in 833 Italian municipalities for a total of about 20,000 foreigners; oversample of 4,000 units in Milan, Rome and Naples
- **Sample design:** sampling cluster for self-represented municipalities (Ar); sample two-stage stratified for not self-represented municipalities (Nar)
- **Sample units substitution:** 3 'reserve' sample units have been selected for each 'base' sample unit
- **New eligibility criterion of household** to reduce the number of substitutions:
  - the presence of one of the foreign persons registered in the municipality card, even if different from the householder and the spouse
  - the presence of foreign person also if a minor (if an adult tutor is present)
- **Technique:** Capi (*Computer Assisted Personal Interview*)
- Questionnaire translated into 10 languages
- The data allowed us to analyse two indicators of school performances:
  - Early Leaving from education and training (ELET)**
  - Failure to enroll at university**

# Methods

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We consider two specific sub-samples of youths:

## **Early Leaving from education and training**

- 1,779 youth with migratory background aged 18-24 yrs old.

## **Failure to enroll at university**

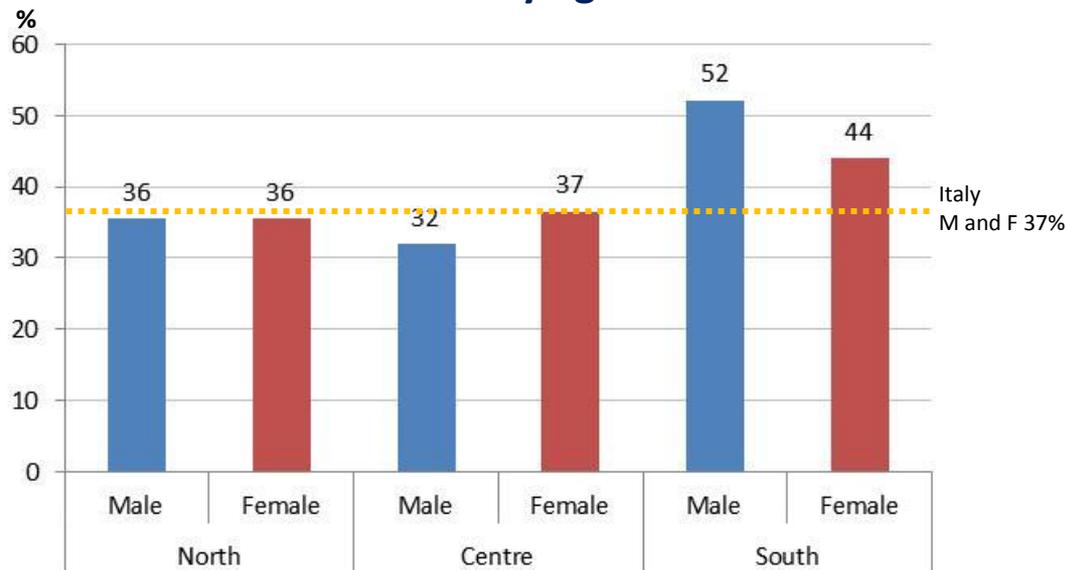
- About students, SCIF survey collects information about the intention to continue (or not) their own studies at university.
- 538 students with migratory background aged 14-20 yrs old.

## **Logistic regression models - independent variables:**

- Individual characteristics: age, migratory generation, area of residence, citizenship
- Parents characteristics: education
- Integration: cultural, social, economic, political  
Composite continue indicators that range from -1, the “worse” condition, to +1, the “best” condition (Blangiardo and Cesareo, 2013)
- School performances and parents’ attitudes toward the school

# Early Leaving from education and training

## by age

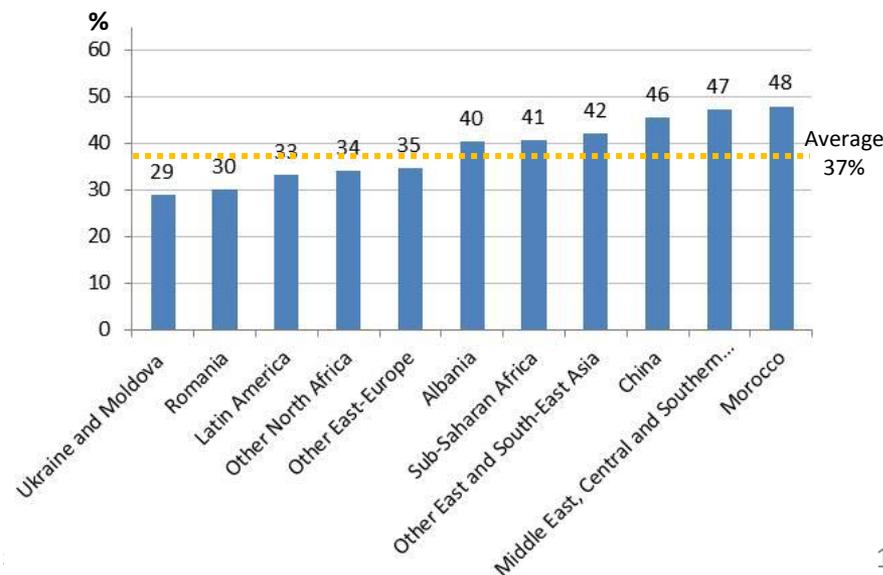


## [immigrant youths aged 18-24 years old]

Males and females have the same percentage of ELET in Italy among immigrants (37%).

South shows the highest percentages of ELET both for males and females.

## by country of origin

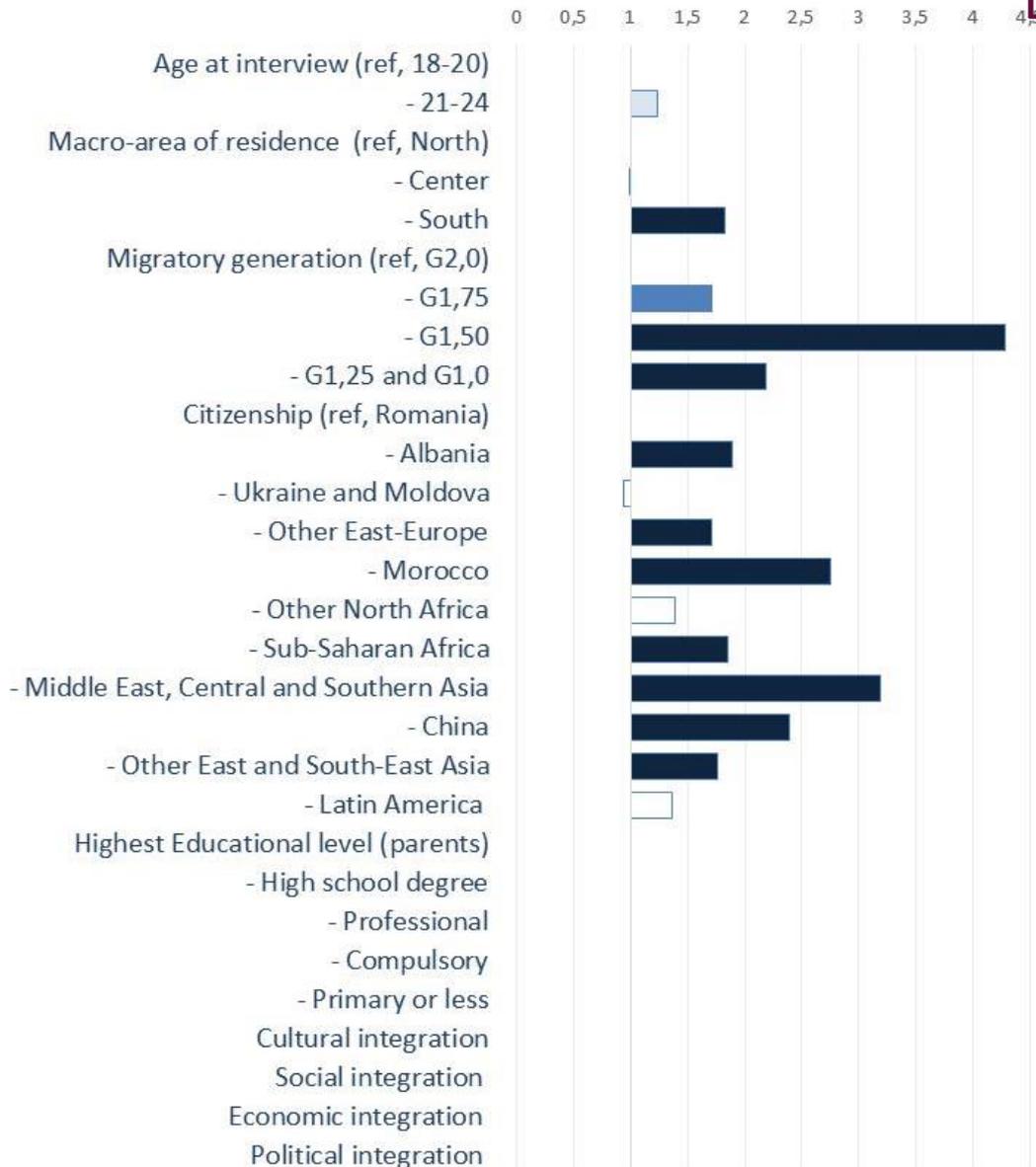


Ukraine and Moldova have the highest % of ELET, while Morocco show the opposite

High % of ELET also among Asians

# ELET - Model 1

[immigrant youths aged 18-24 years old]



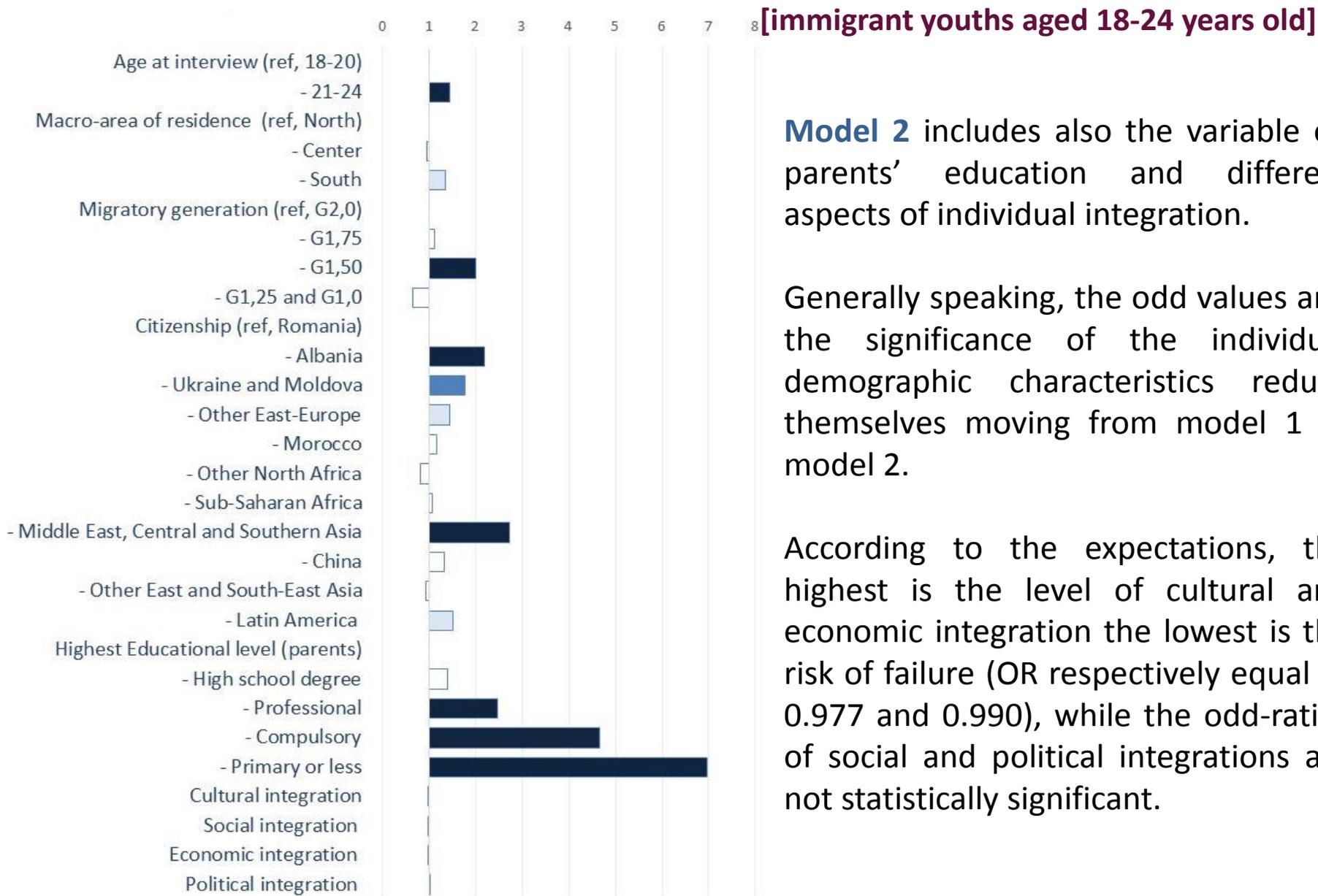
**Model 1** includes individual demographic characteristics only.

The risk of ELET is higher among:

- youths aged 21-24 yrs. old;
- residents in the South;
- among G1.50, G1.25 and G1

According to the descriptive analyses, The most disadvantaged are immigrant citizens coming from Middle East, Central and Southern Asia, Morocco and China.

# ELET - Model 2



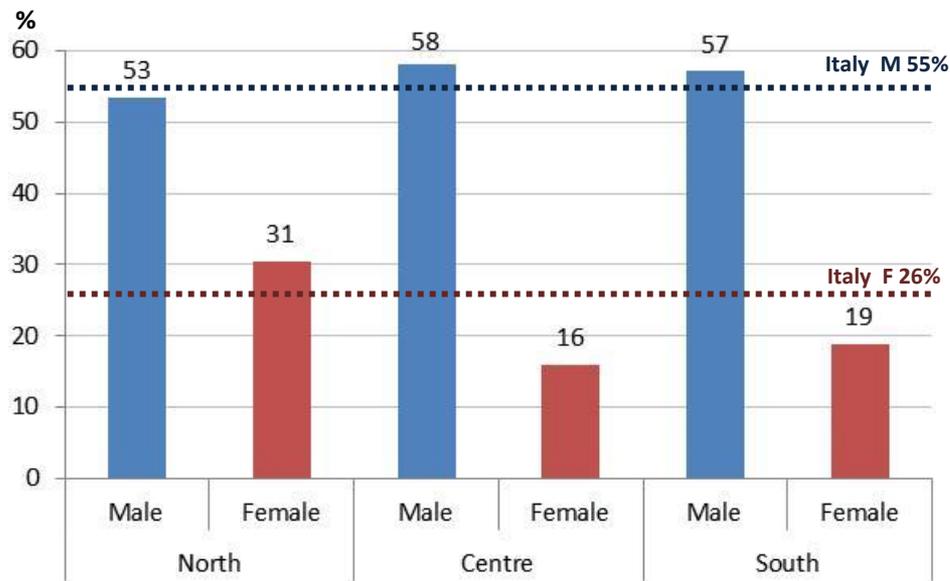
**Model 2** includes also the variable on parents' education and different aspects of individual integration.

Generally speaking, the odd values and the significance of the individual demographic characteristics reduce themselves moving from model 1 to model 2.

According to the expectations, the highest is the level of cultural and economic integration the lowest is the risk of failure (OR respectively equal to 0.977 and 0.990), while the odd-ratios of social and political integrations are not statistically significant.

# Failure to enroll at university

by age



[Students aged 14-20 years old]

Greater gender differences.

For females the highest percentage is in North Italy (31%).

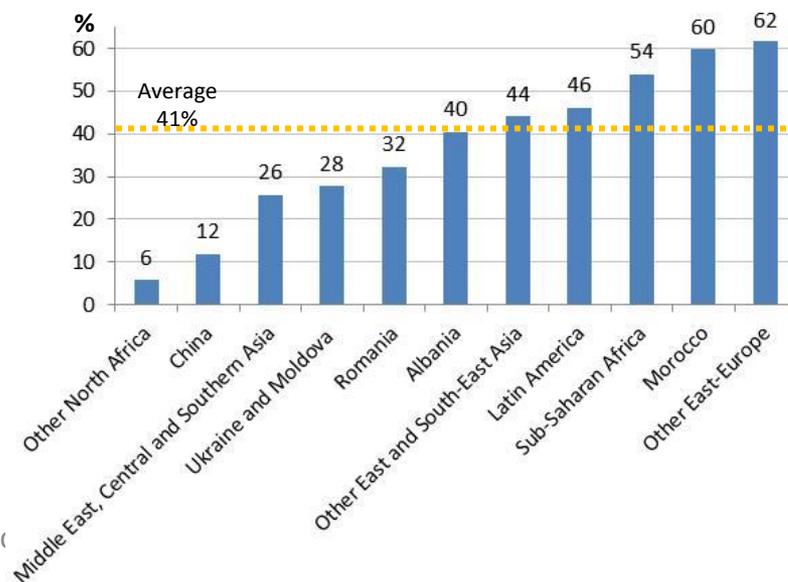
For males the highest percentages are in Centre and South (58% and 57%).

Ukraine and Moldova relative low %  
(generally they continue their studies)

Morocco and sub-Sah. Afr. have the highest %  
(no intention to continue their studies)

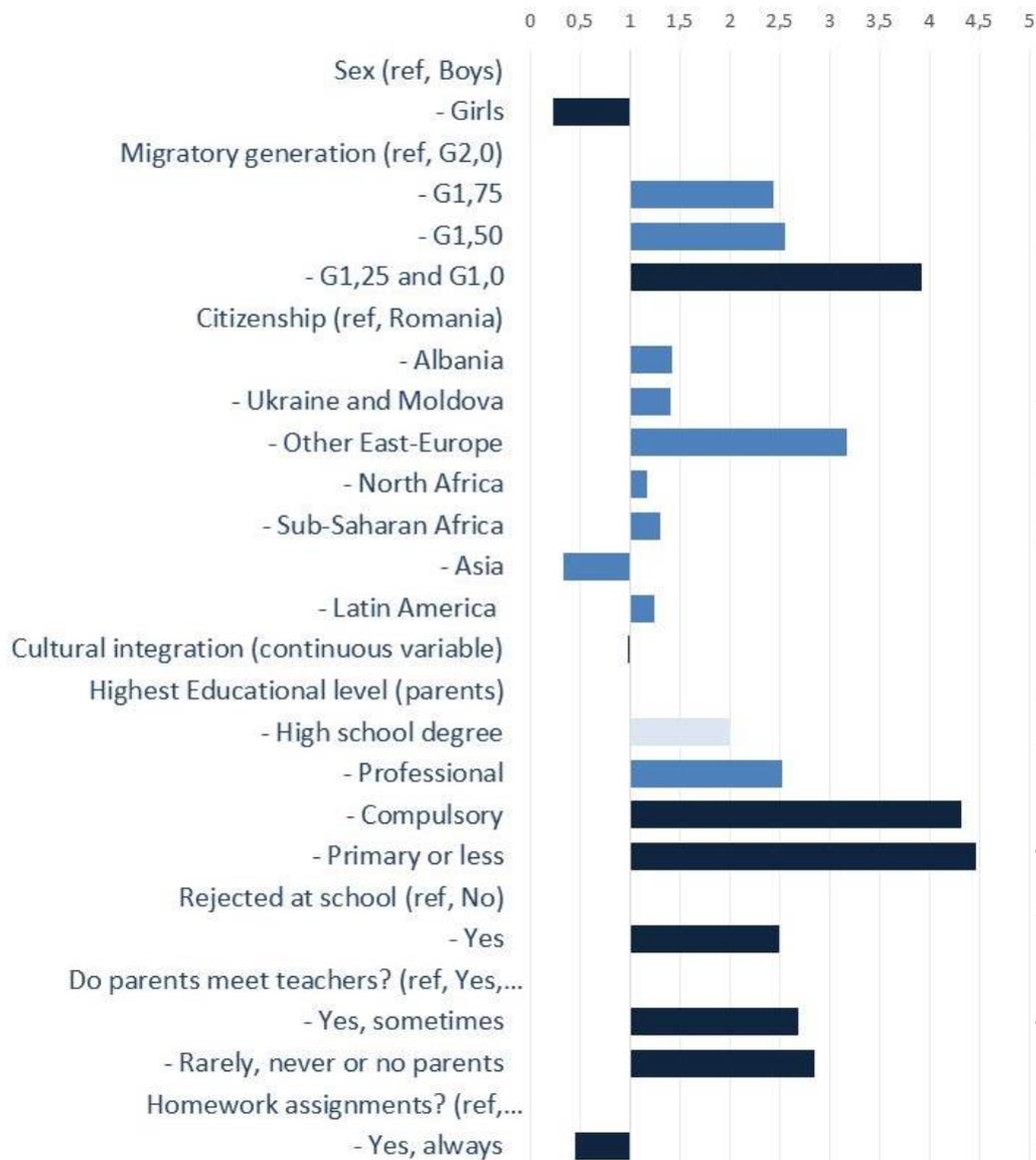
China and Asian very low %  
(selection among them to continue studies)

by country of origin



# Failure to enroll at university

[Students aged 14-20 years old]



According to descriptive results, the risk of failure to enroll at university is higher among boys than among girls.

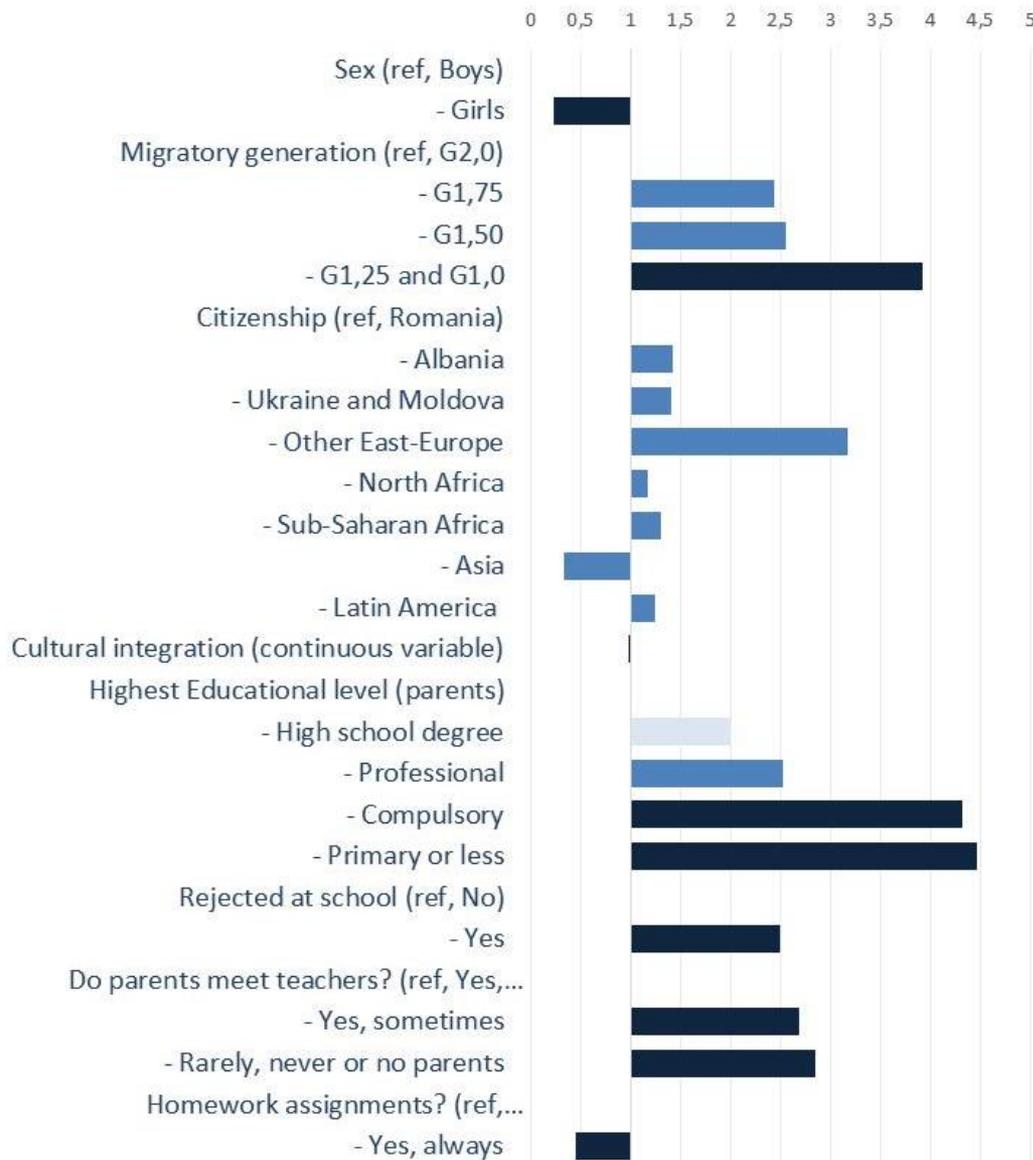
Immigrant youths arrived in Italy after twelve years old (G1.0 and G1.25) have a risk of failure higher than second generations' one.

East-European have a risk to failure to enroll at university three times higher than foreigners from Romania.

The Asians have the highest probability to continue their studies at university.

The highest is the level of cultural integration the lowest is the risk of failure.

# Failure to enroll at university



The educational level of parents is very important. The lowest is their education the highest is the risk of failure of their children.

The school performances of students and the attitudes of their parents toward the school are very important.

Having experienced at least one rejection during the school increases the risk of failure to enroll at university.

The lack of parent-teacher relationship increases the risk of failure.

Homework assignments assume a negative odd ratio. Thus, according to the literature, students enrolled in lyceums have an higher probability to continue their studies at university.

# Concluding remarks

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- Integration policies for a positive social cohesion are significantly linked to school participation and performances.
- Our results show how favor the cultural and economic integration of immigrants' immediate descendants (and their families) produces positive effects on the school participation and performances, as well as on reaching higher educational levels useful for a better occupational inclusion.
- Also the attitudes and behaviors of parents toward the school system affect school performances of their children.
- As well as it is very important the capacity of the school system to accommodate and promote the foreign pupils' learning path.
- Generally speaking, the results show that the worst school performances mostly occur among boys, among residents in the South of Italy, for those encountering problems with the Italian language, and they increases with age on arrival in Italy.
- According to the Oecd (2007; 2010), such results suggest to adopt original strategies which take into account local contexts and origin background of young immigrants and their families.

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# Thank you

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