

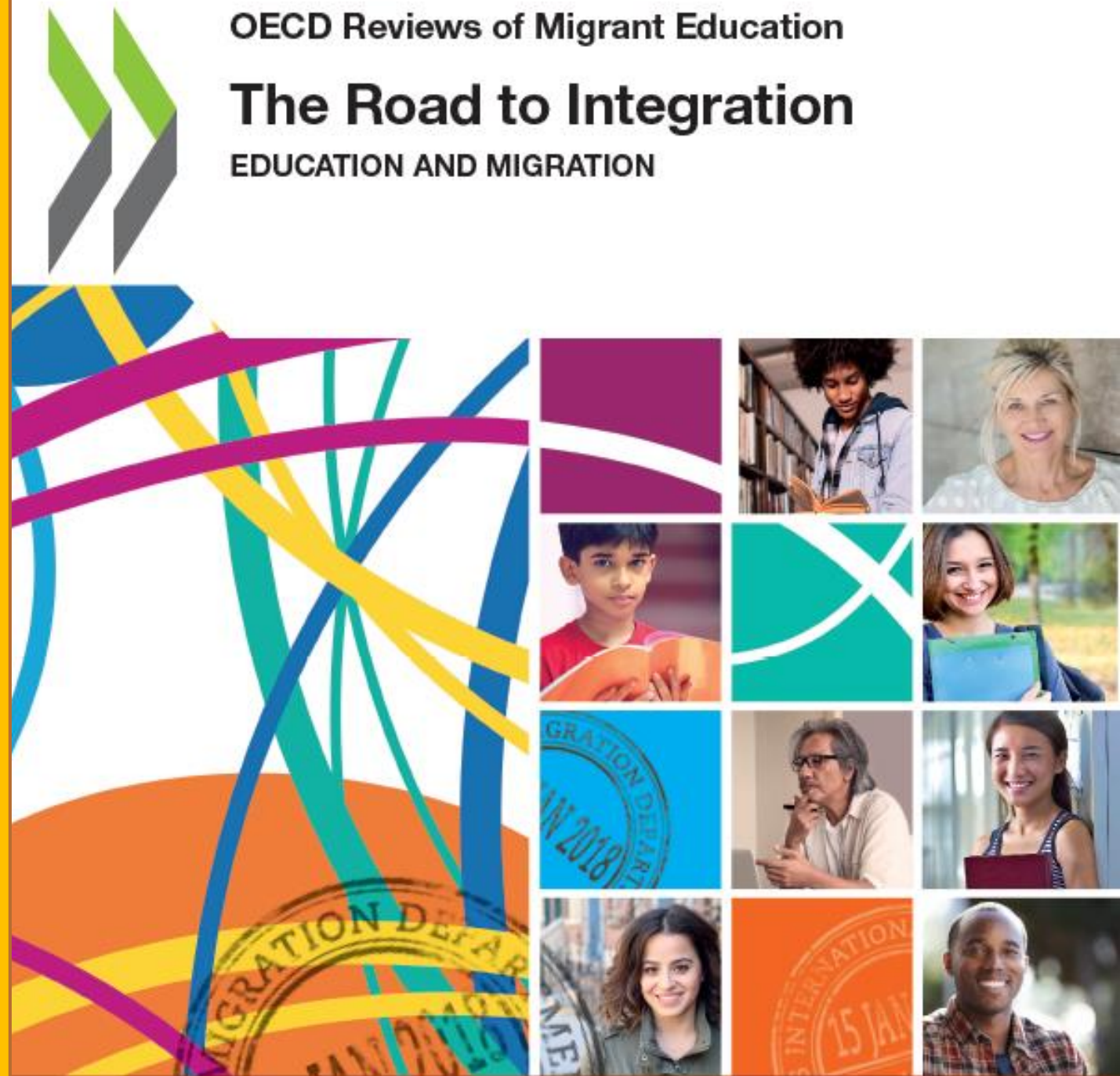
# The Road to Integration: Education and Migration

Paris 6 June 2019  
Francesca Borgonovi

OECD Reviews of Migrant Education

## The Road to Integration

EDUCATION AND MIGRATION





## The Strength through Diversity project

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- Phase I: The Integration of Migrants and Refugees in Education and Training Systems
- Phase II: Education for Inclusive Societies



# Phase I: The Integration of Migrants and Refugees in Education and Training Systems

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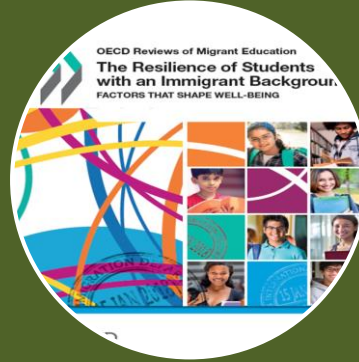
- In the first phase the project **aimed to**:
  - identify a new ***set of indicators*** to examine how societies have responded and are responding to the challenges to social cohesion posed by large scale international migration;
  - create ***improved data infrastructure*** to support the development 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

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### 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)



- 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



DIRECTORATE FOR EDUCATION AND SKILLS

**Strength through Diversity**  
1<sup>st</sup> Policy Forum, OECD, 9/10 May 2017

**Setting the Stage**  
Proceedings of the First Policy Forum



**STRENGTH**  
through Diversity



DIRECTORATE FOR EDUCATION AND SKILLS

**Strength through Diversity**  
2<sup>nd</sup> Policy Forum, OECD, 21/22 September 2017

**Teachers in Diverse Societies**  
Proceedings of the Second Policy Forum



**STRENGTH**  
through Diversity



DIRECTORATE FOR EDUCATION AND SKILLS

**Strength through Diversity**  
3<sup>rd</sup> Policy Forum, OECD, 12/13 February 2018



**Learning from Data**  
Proceedings of the Third Policy Forum



**STRENGTH**  
through Diversity



DIRECTORATE FOR EDUCATION AND SKILLS



**Strength through Diversity**  
4<sup>th</sup> Policy Forum, New Brunswick (Canada), 31 May/1 June 2018

**Social Emotional Learning and Sense of Belonging**  
Proceedings of the Fourth Policy Forum



**STRENGTH**  
through Diversity



# Supporting countries: the Spotlight Reports



## Strength through Diversity's Spotlight Report for Sweden

OECD Working Paper No. 194

Lucie Cerna (OECD), Hanna Andersson (OECD), Meredith Bannon (Pennsylvania State University) and Francesca Borgonovi (OECD)

February 2019



- **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



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February 2019



- **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*



# Spotlight Report for Chile: Key Message and Outline

## Summary & Context

*Chile is experiencing a substantial increase in the share of immigrant students.*

## School choice

*Immigrant students are generally concentrated in municipal public schools.*

- Accommodate and support parents to navigate Chile's changing educational landscape
- Consider providing additional resources to schools serving high concentrations of immigrant students
- Collect data to identify and monitor the learning needs of immigrant students

## Language training

*Language support for non-native Spanish speakers is an emerging challenge.*

- Strengthen initial integration and monitor the language proficiency of students
- Introduce language supports so students can develop Spanish language skills
- Expand mother tongue language education

## Capacity building

*Limited support for teachers working in multicultural and multilingual settings.*

- Incorporate diversity training into initial teacher education and professional development opportunities
- Develop a specialisation for teachers of Spanish as a second language and introduce all teachers to language acquisition pedagogies
- Foster opportunities for professional exchange and mentorship

## Inclusive education

*Education has an important role to play in responding to growing diversity*

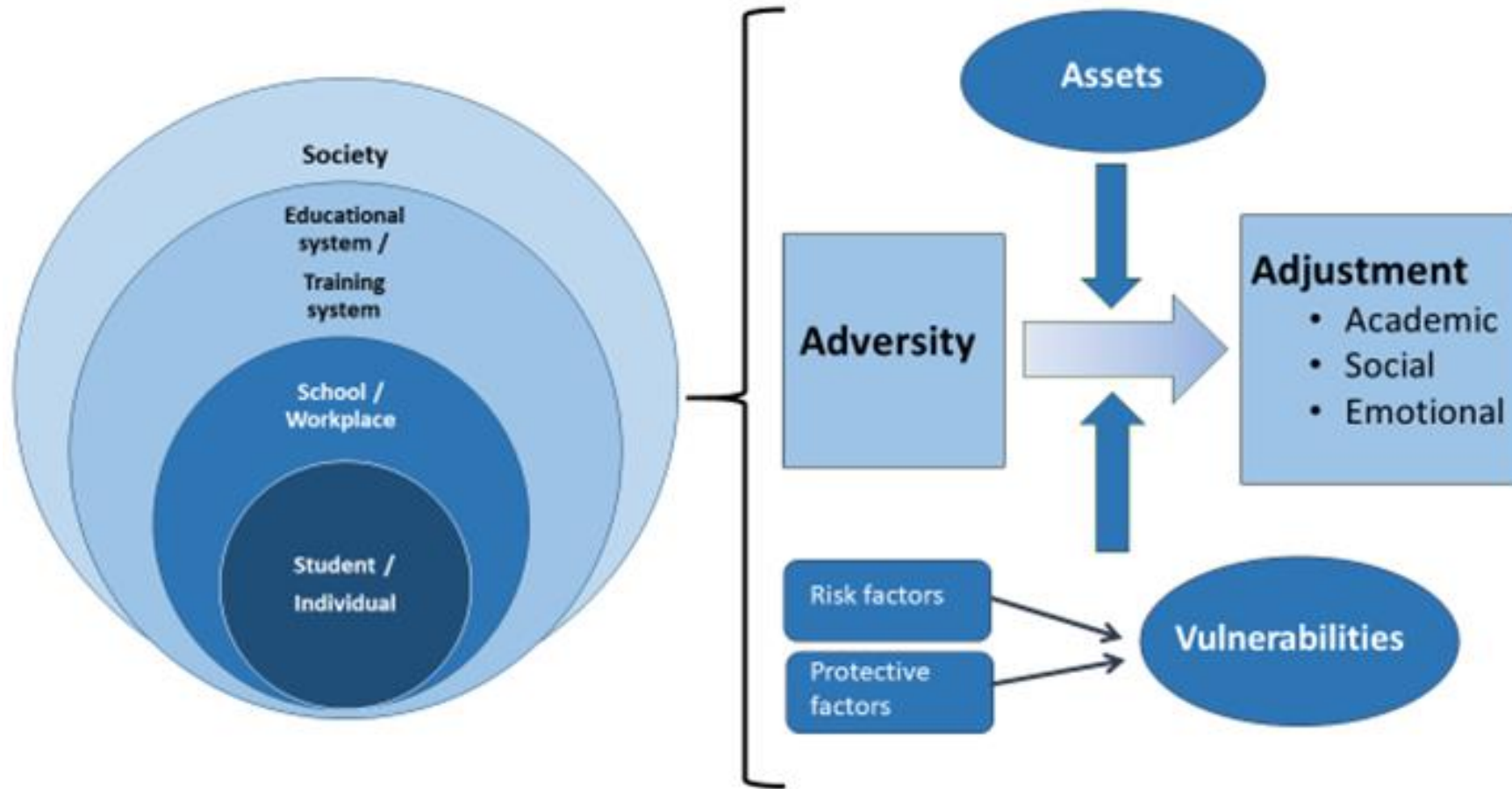
- Broaden the concept of inter-cultural education in the curriculum to link with the migration phenomenon
- Reinforce a whole-school approach and involve parents and guardians to promote an inclusive school climate



# THE ROAD TO INTEGRATION: EDUCATION AND MIGRATION



# Multilevel resilience framework





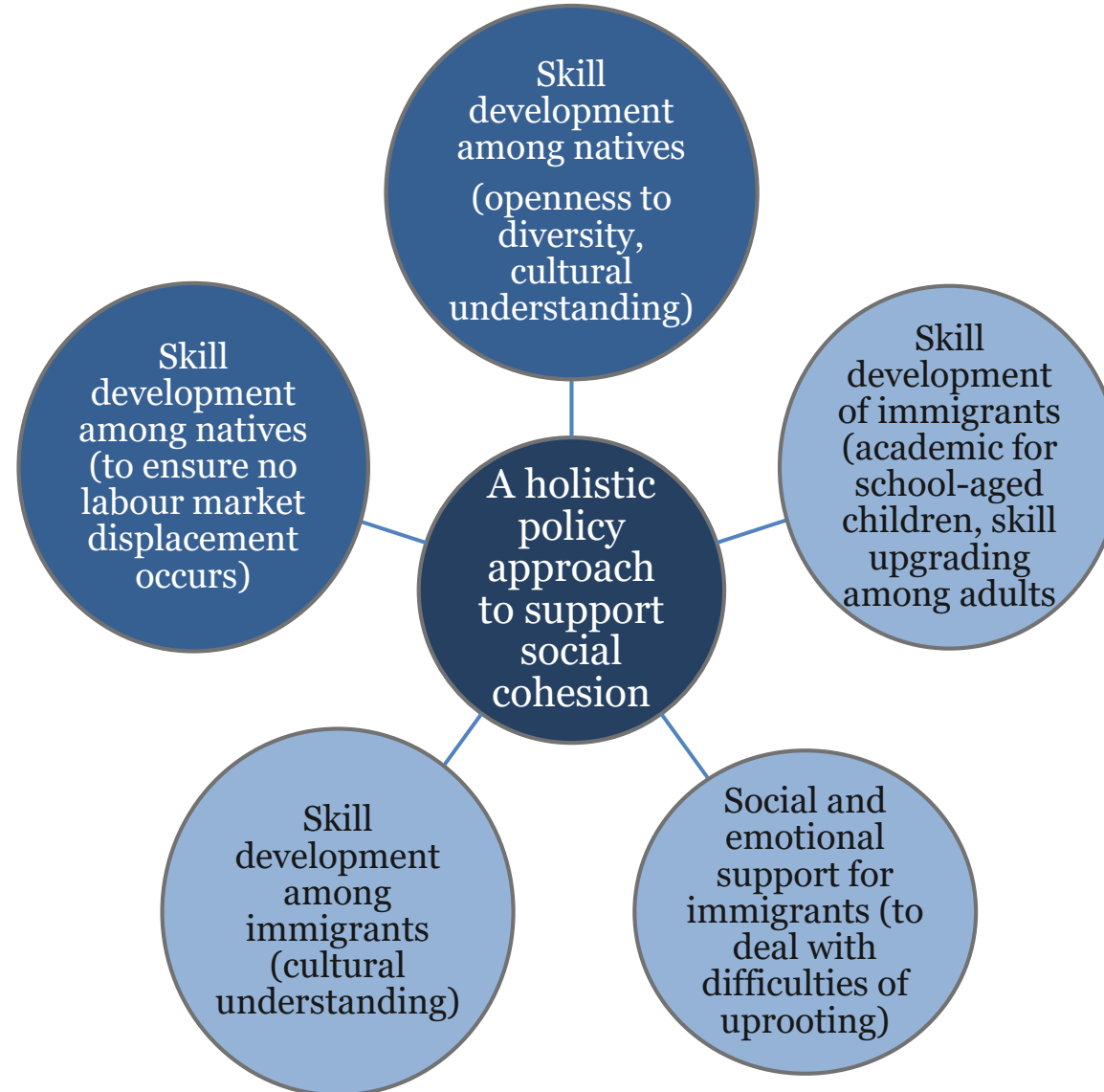
## Key policy principles

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- 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).

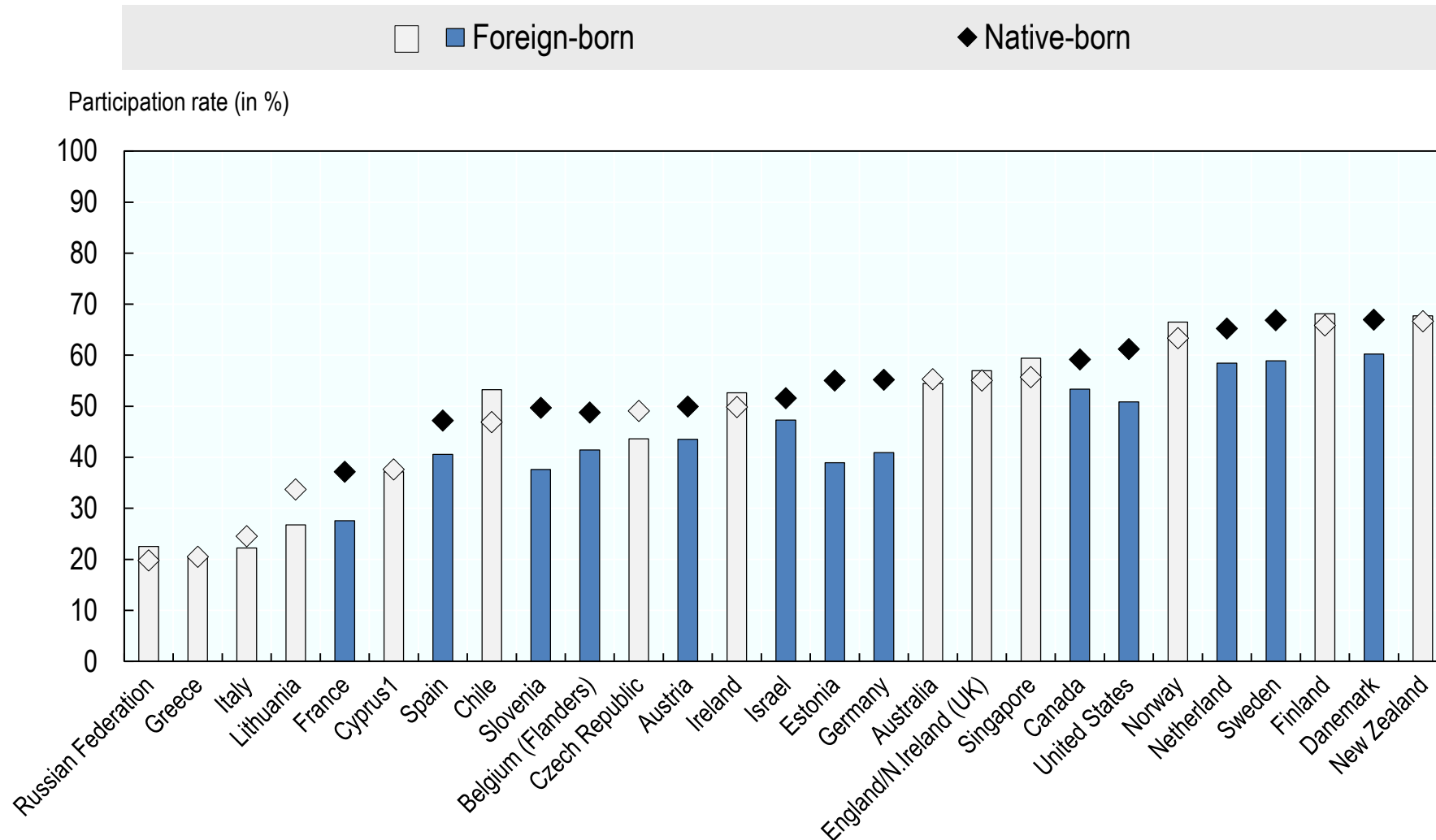


# A holistic policy approach to education and economic integration in times of greater international migration





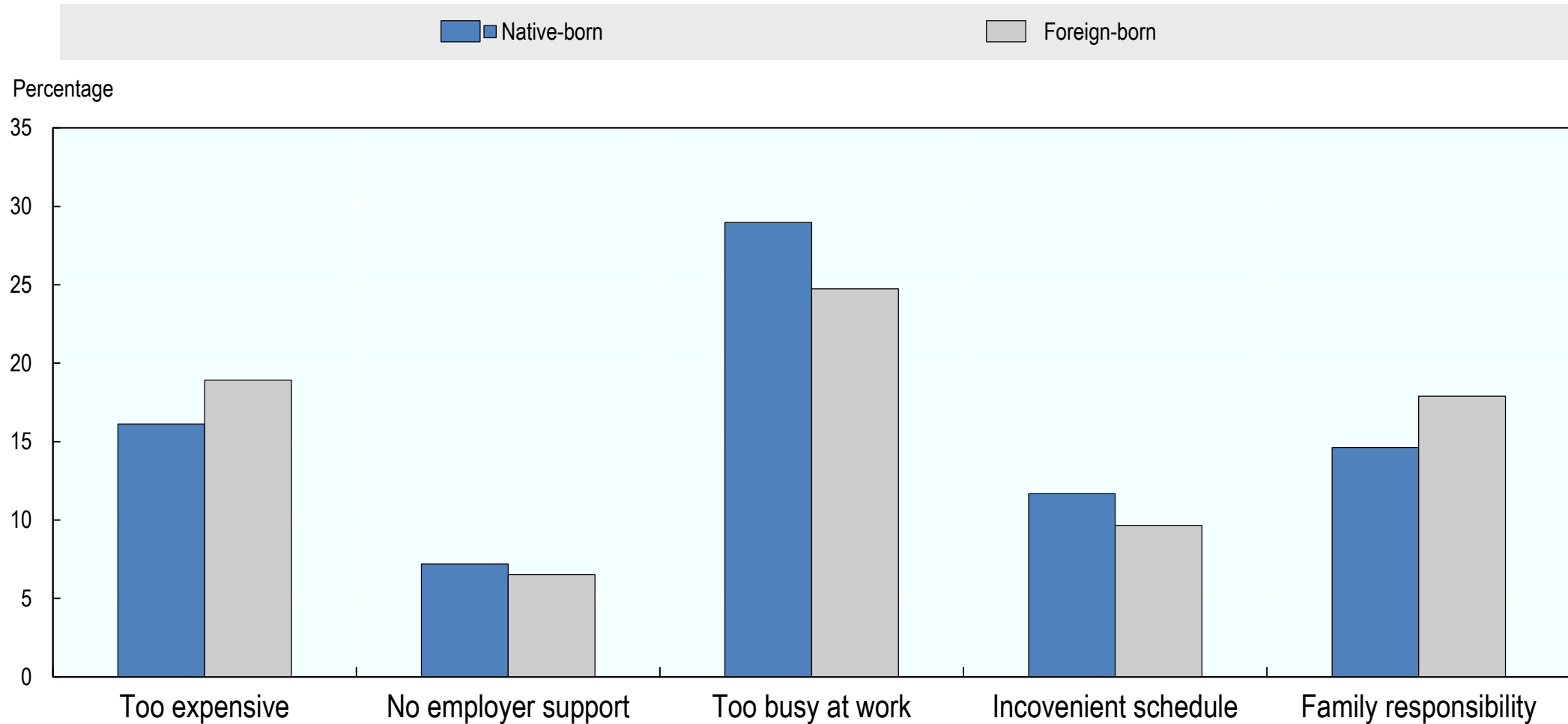
# Rates of participation in lifelong learning



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







## Policy Pillars

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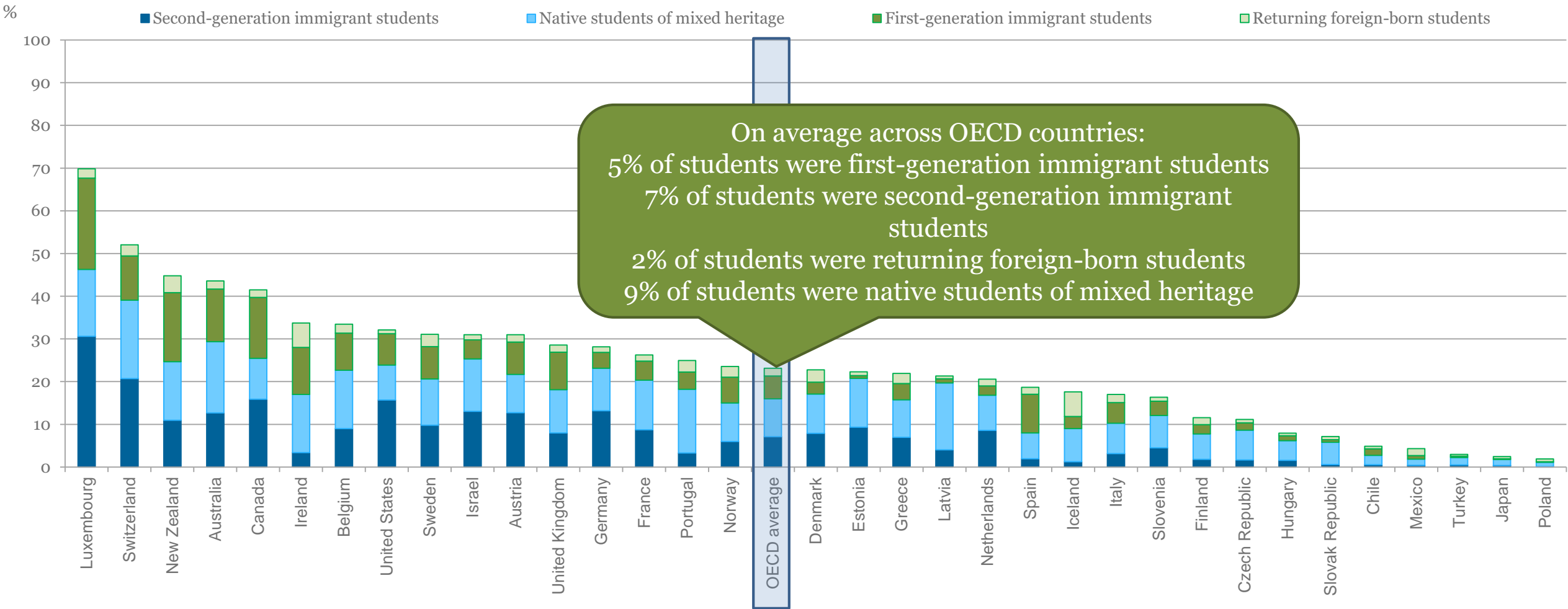
- Consider the heterogeneity of immigrant populations
- Develop approaches to promote the overall well-being of immigrants
- Address the unique needs of refugee students
- Ensure that motivation translates in a key asset for immigrant communities
- Organise resources to reduce the influence of socio-economic 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



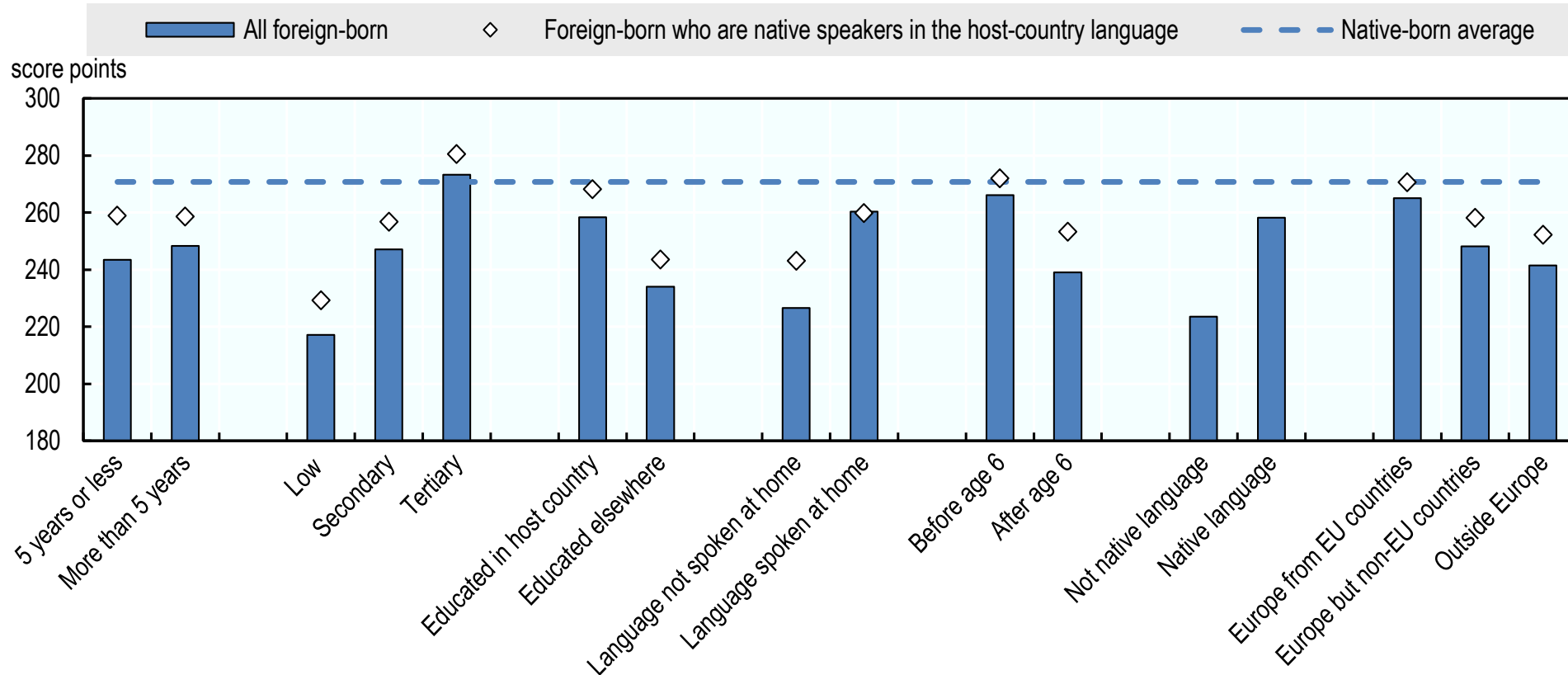
# How many students have an immigrant background?



Source: *The Resilience of Students with an Immigrant Background: Factors that Shape Well-being*



# Literacy proficiency of migrants, by personal characteristics



Migrant' 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



## Policy lessons

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- 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

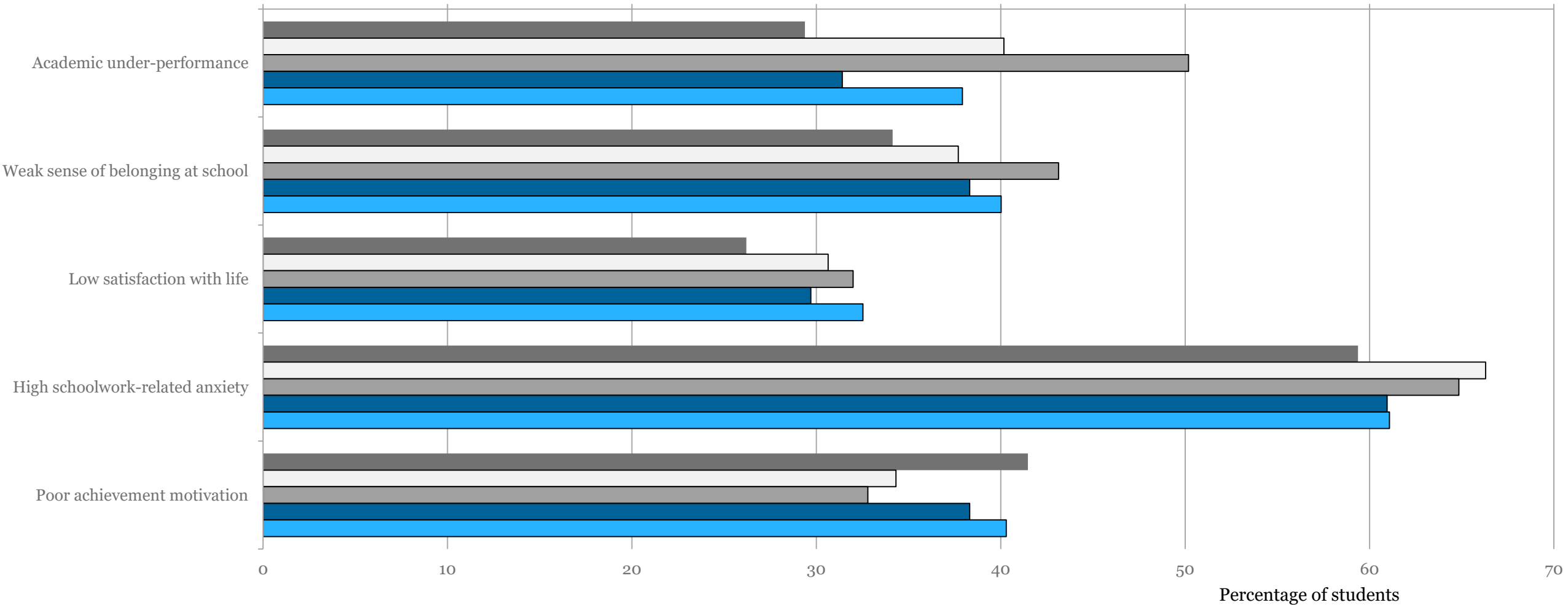


DEVELOP APPROACHES TO  
PROMOTE THE OVERALL WELL-  
BEING OF IMMIGRANTS



# Academic and well-being outcomes of immigrant students (OECD average)

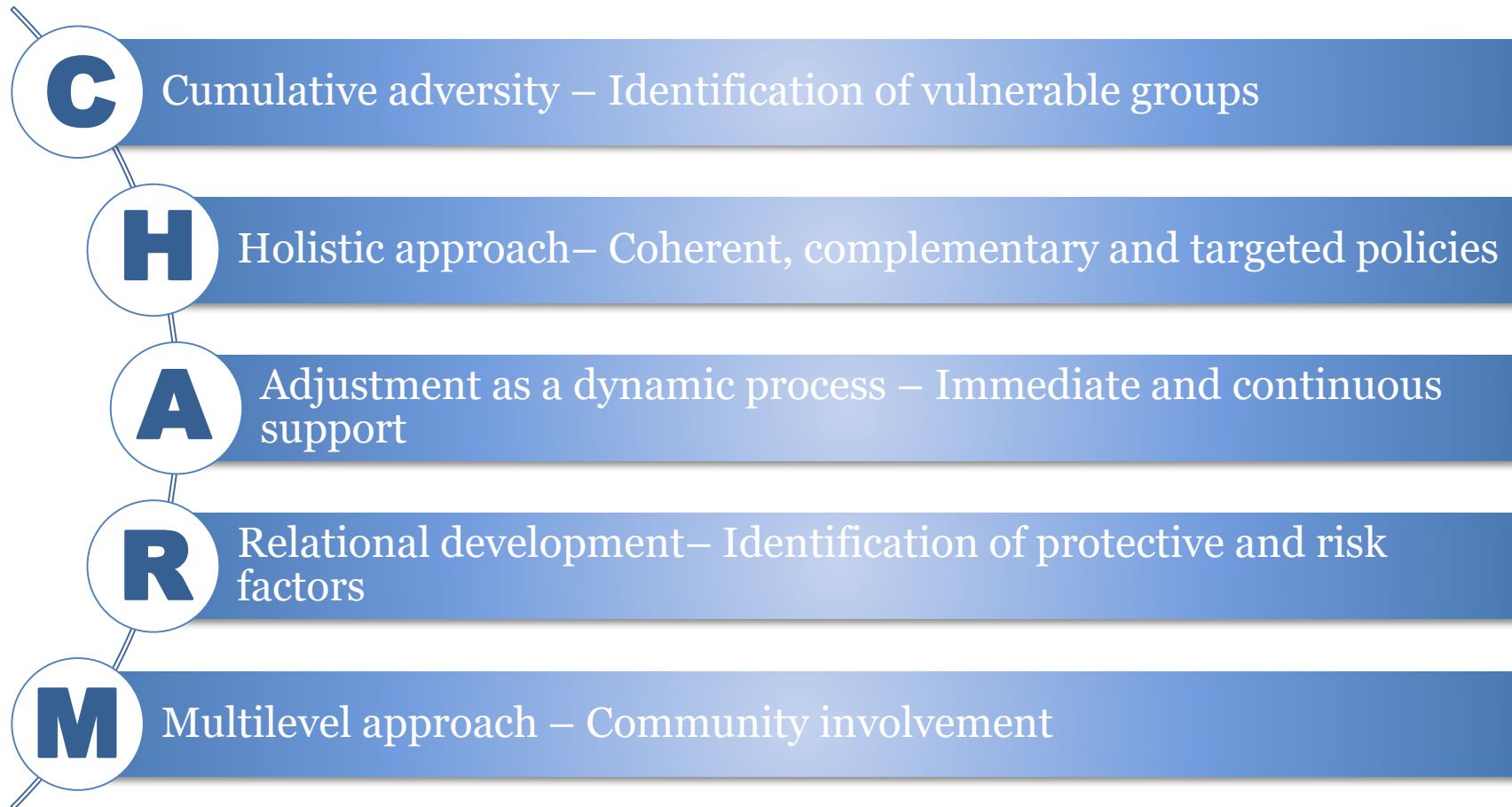
■ Students without an immigrant background   □ Second-generation immigrant students   ■ First-generation immigrant students   ■ Native students of mixed heritage   ■ Returning foreign-born students





# Policy principles

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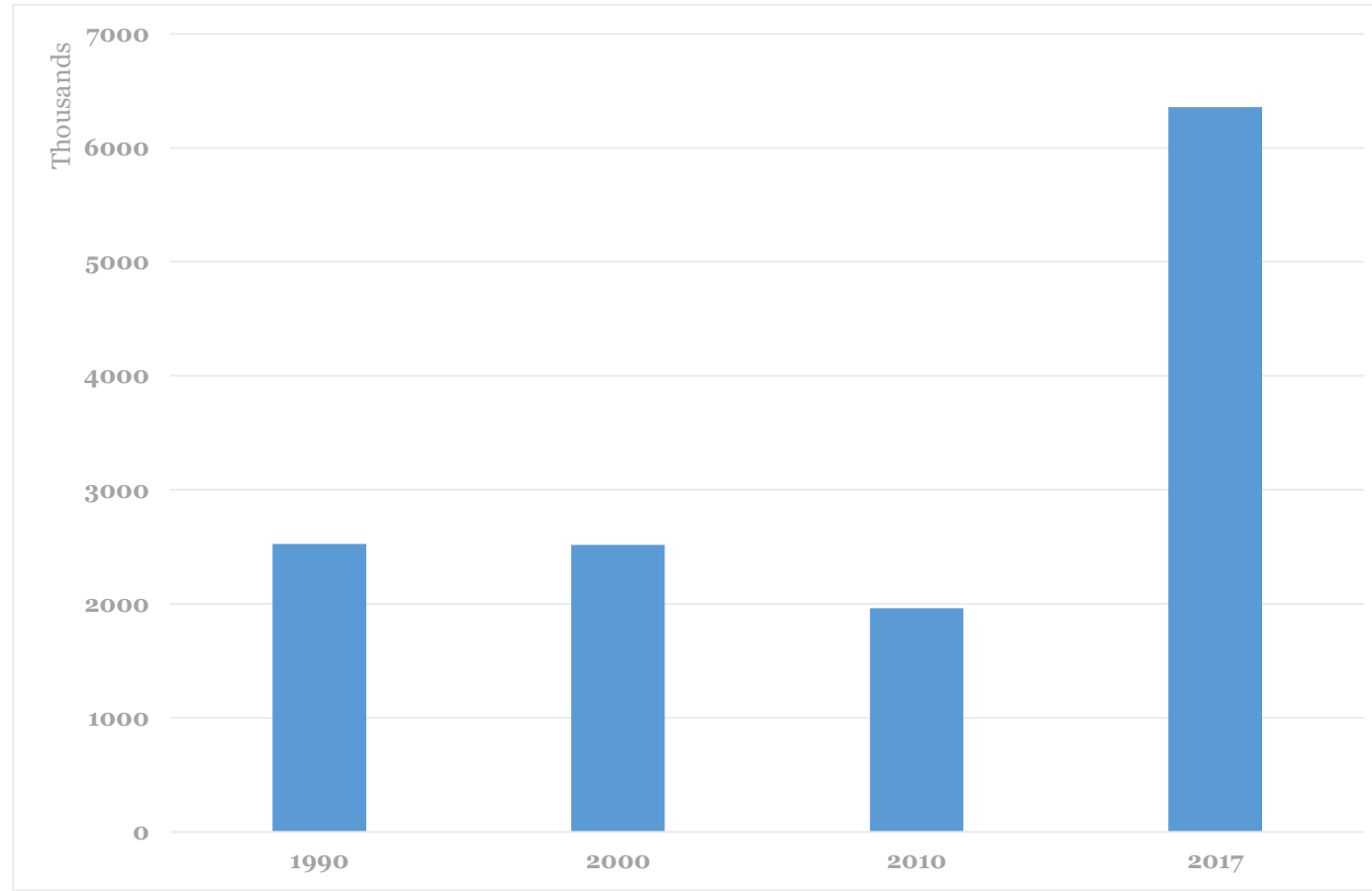




# ADDRESS THE UNIQUE NEEDS OF REFUGEE STUDENTS



# Number of refugees in OECD countries



Source: UNHCR, Population Statistics.



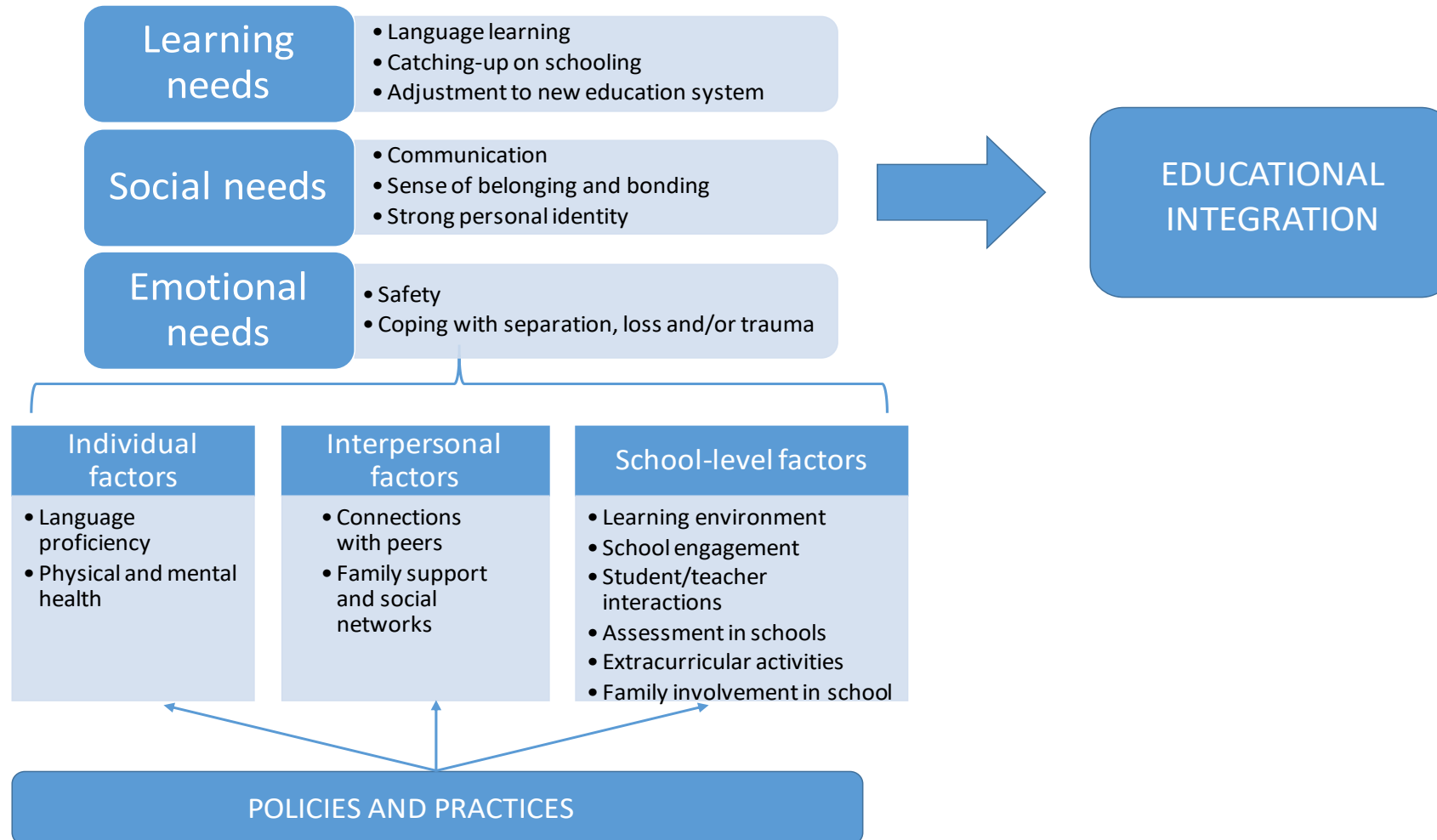
# Refugee children have particular needs that require appropriate policy responses

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- 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





## Policy lessons

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- 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

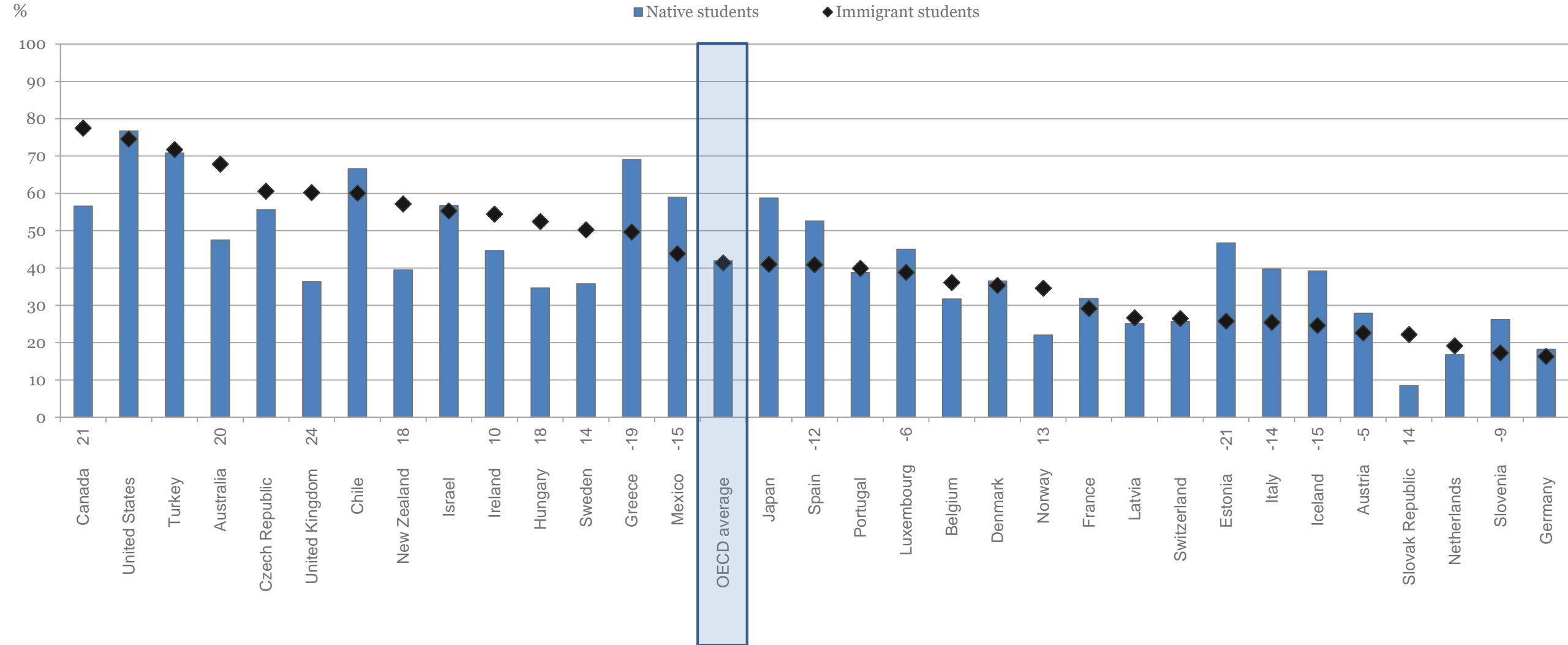


ENSURE THAT MOTIVATION  
TRANSLATES IN A KEY ASSET FOR  
IMMIGRANT COMMUNITIES



# Many immigrant students expect to complete tertiary education

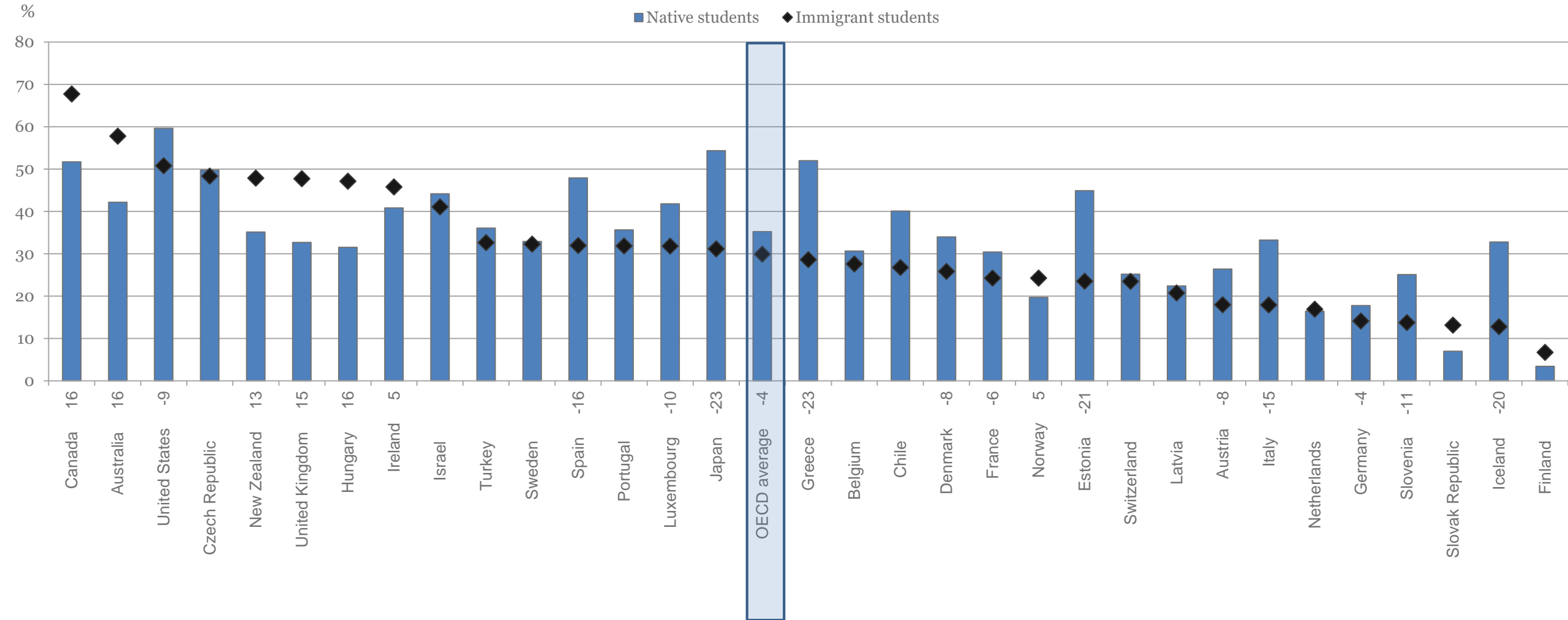
*% of students who report expecting to complete tertiary education*





# 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*







## Policy lessons

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- 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



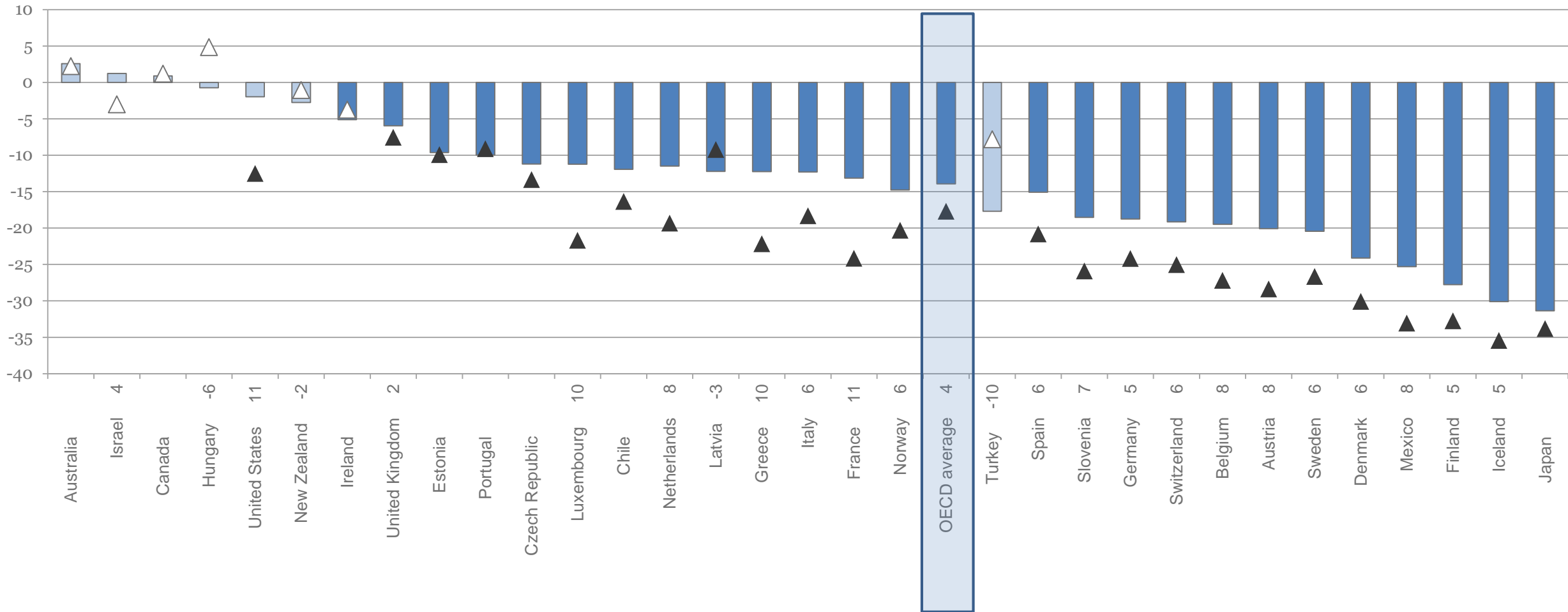
# Differences in socio-economic status explain around a fifth of differences in academic proficiency

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

Percentage-point difference

■ After accounting for students' socio-economic status

▲ Before accounting for students' socio-economic status





# Socio-economic status plays a less important role in explaining differences in sense of belonging

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

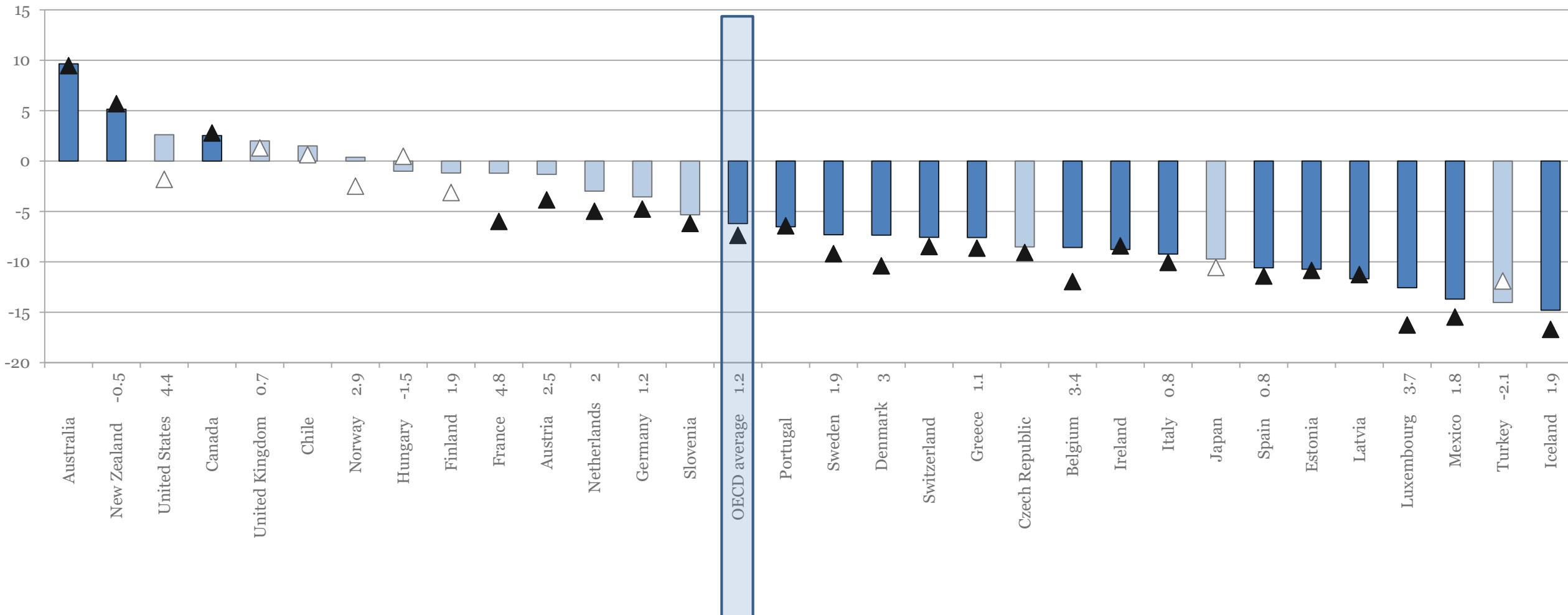
Percentage-point difference



■ After accounting for students' socio-economic status



▲ Before accounting for students' socio-economic status





## Policy lessons

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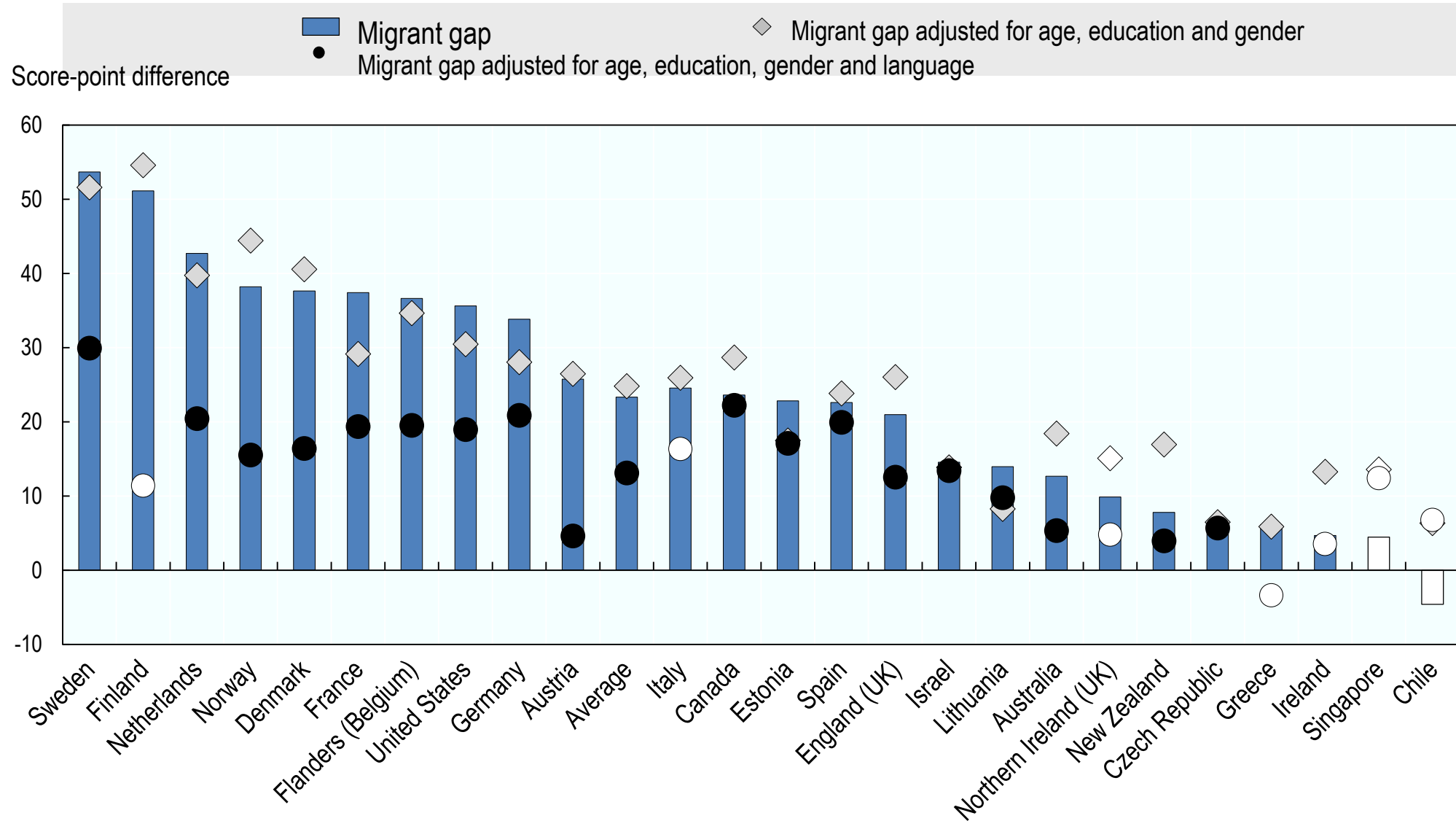
- Reduce the concentration of disadvantage
- Promote participation in high quality early childhood education for second-generation immigrant children or early arrivals
- Ensure high quality resources reach those who need the most
- Create inclusive, supportive environments



PROVIDE COMPREHENSIVE  
LANGUAGE SUPPORT

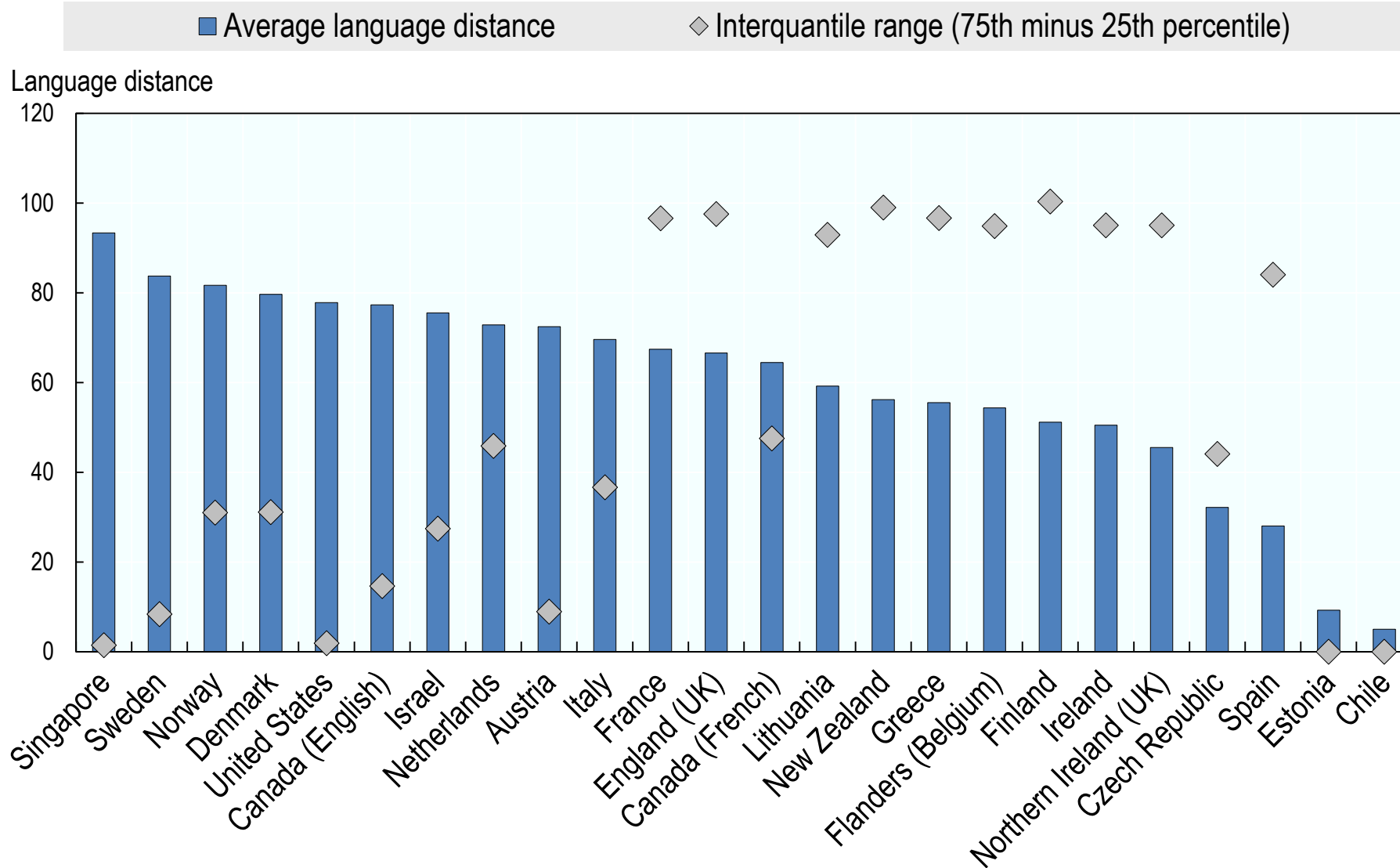


# Literacy gaps between natives and migrants





# Language distance in PIAAC participating countries







## Policy lesson

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- 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

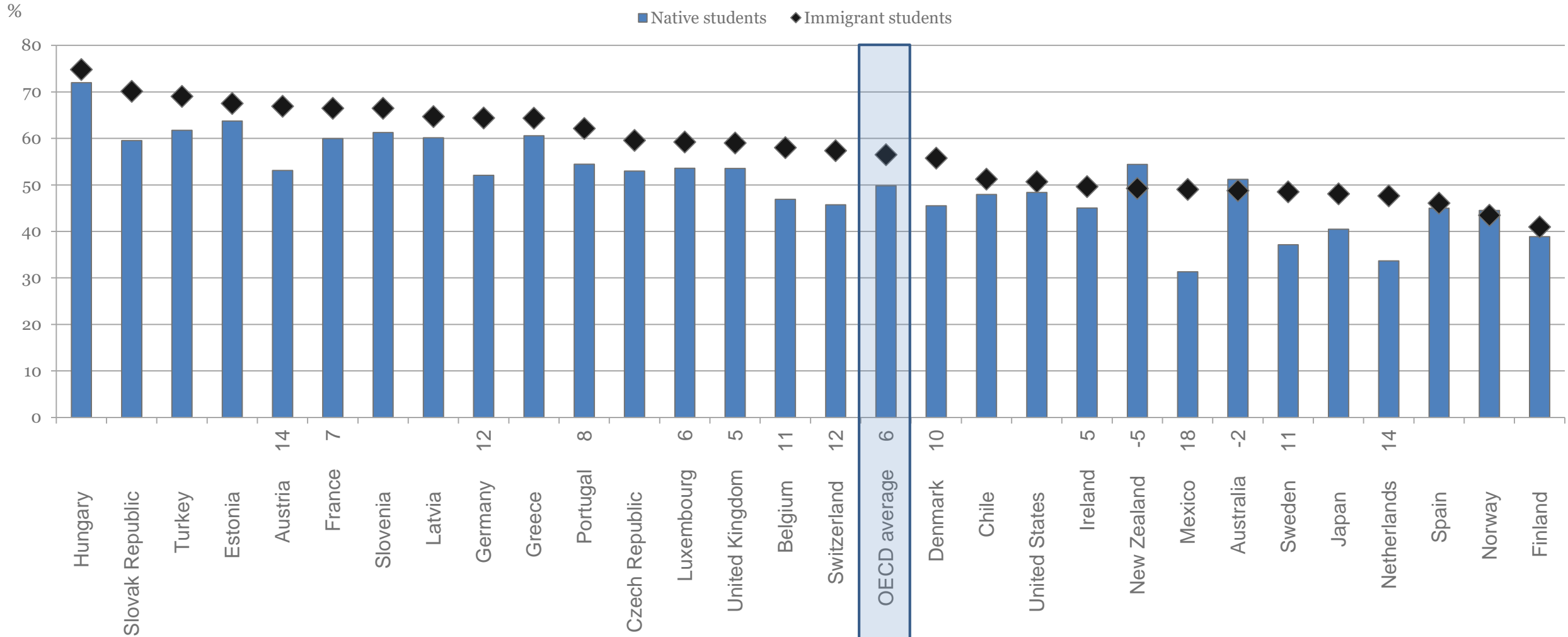


# BUILD THE CAPACITY OF TEACHERS TO DEAL WITH MIGRATION-INDUCED DIVERSITY



# And to feel being unfairly treated by their teachers

*% of students reporting being unfairly treatment by teachers*



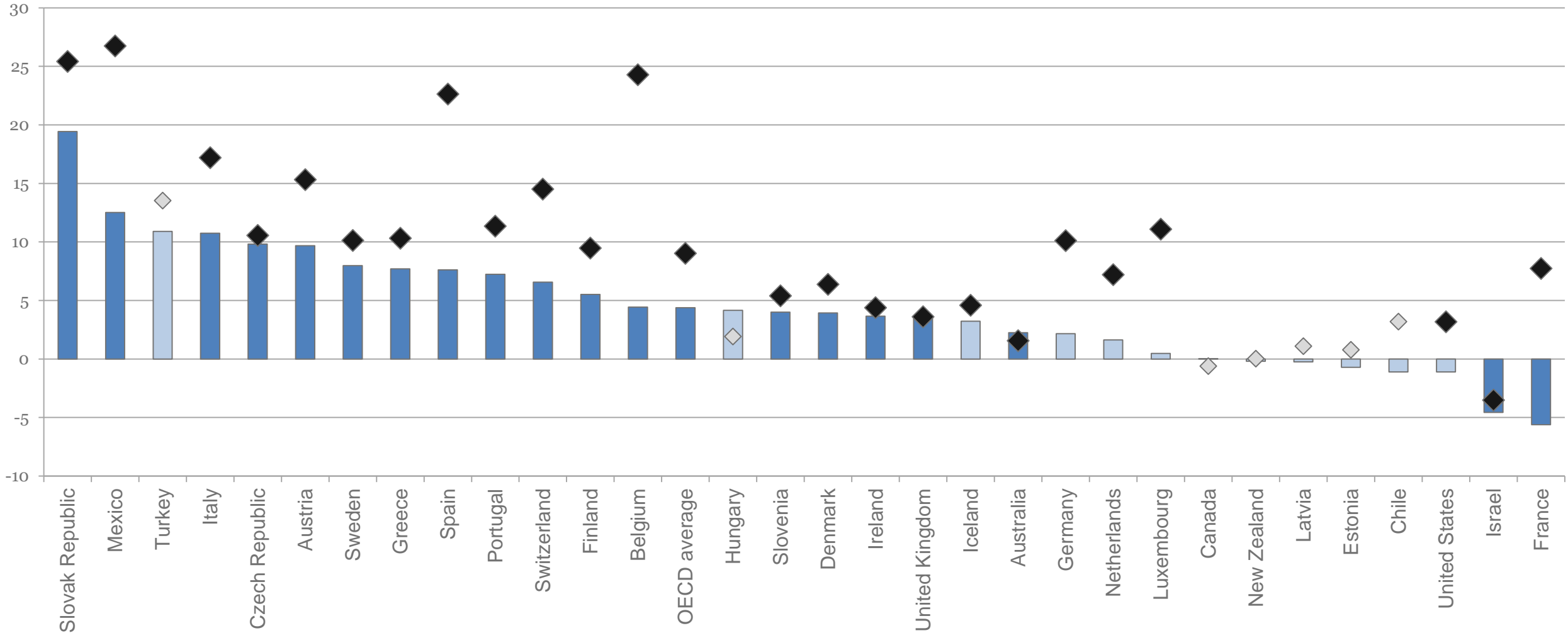


# Immigrant students are more likely to be asked to repeat grades

Percentage-point difference

■ after, nonsig

◆ Before accounting for socio-economic status and performance in PISA core subjects

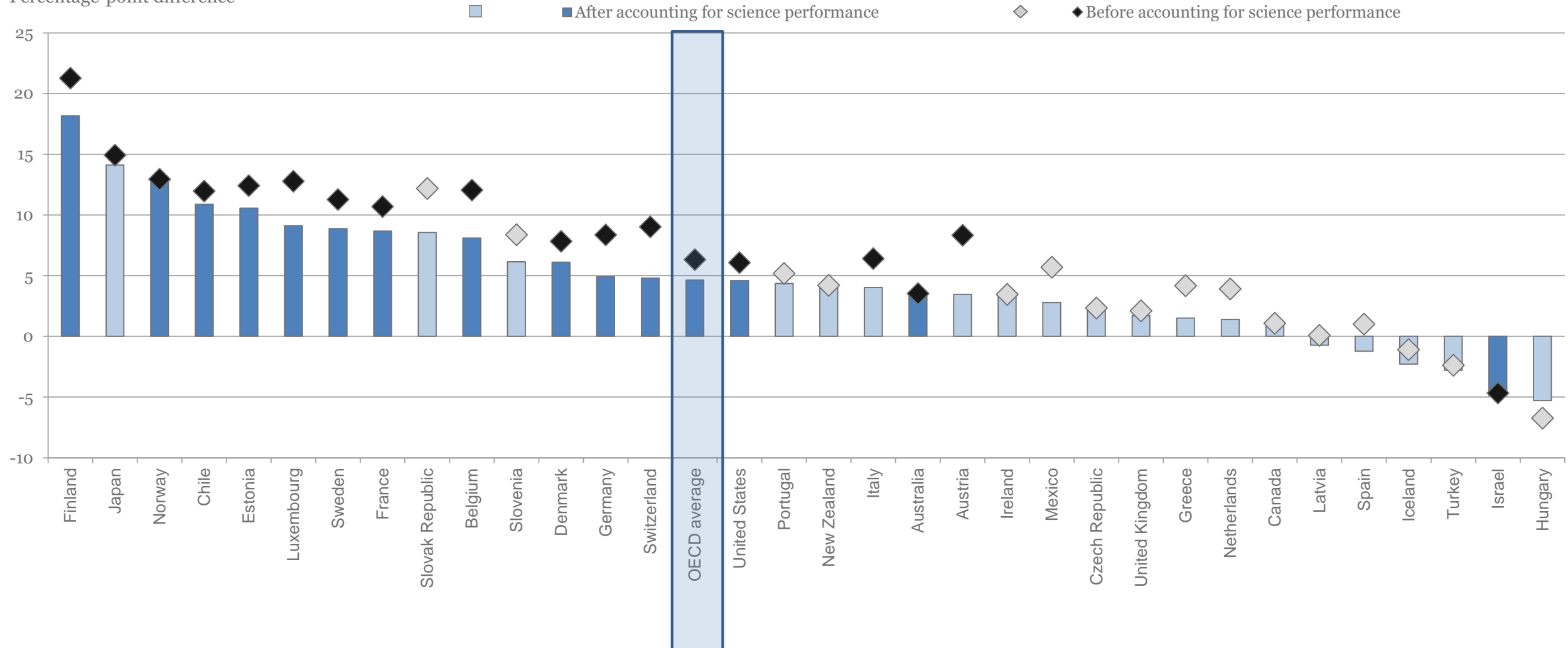




# But immigrant students report receiving more feedback from their teachers

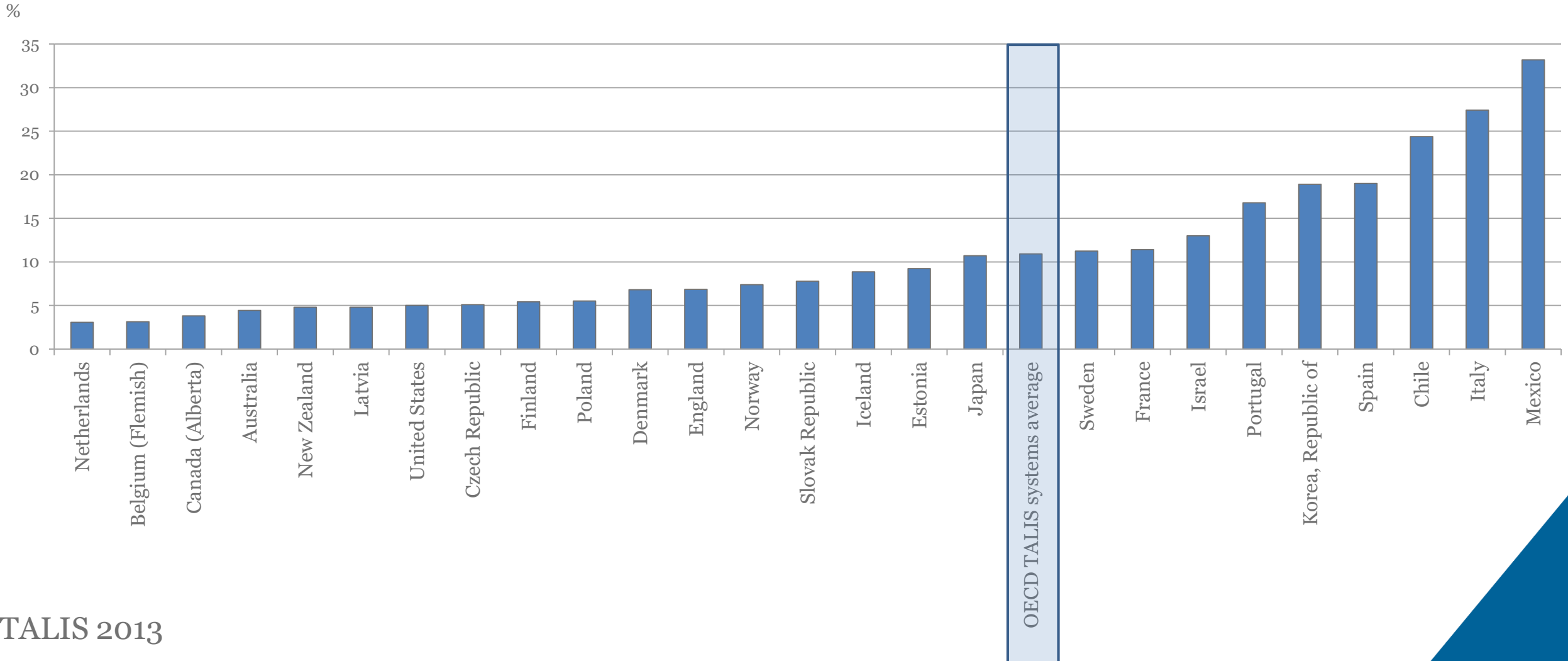
*Differences in the % of native and immigrant students who reported that they receive frequent feedback from their science teacher*

Percentage-point difference





# Teacher's report needing professional development to deal with multicultural classrooms





## Policy lessons

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- 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

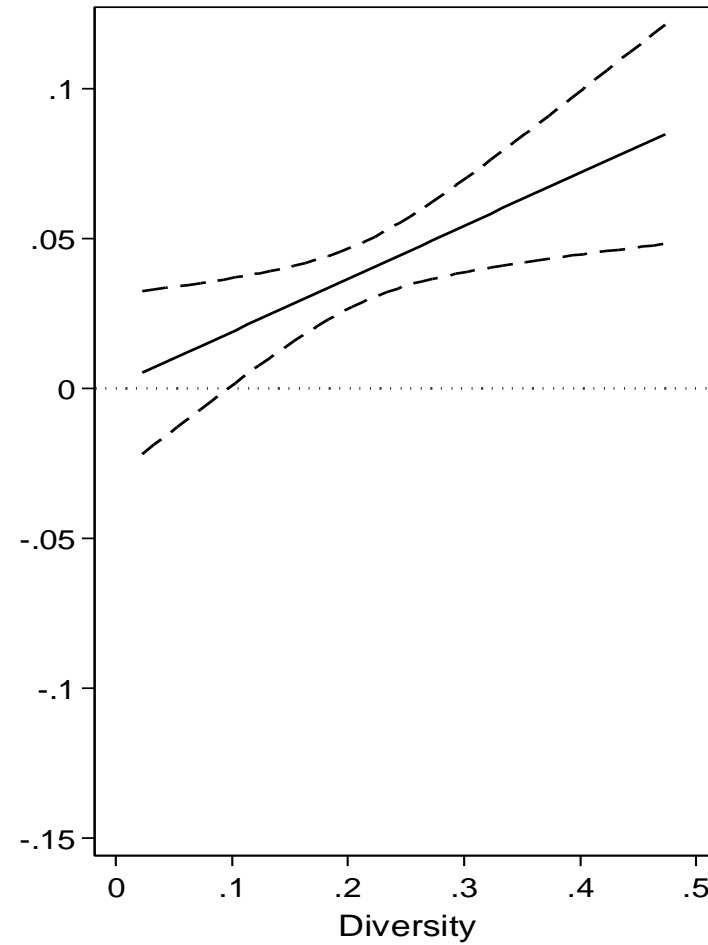


BREAK DOWN BARRIERS TO SOCIAL  
COHESION WHILE ENSURING  
EFFECTIVE SERVICE DELIVERY



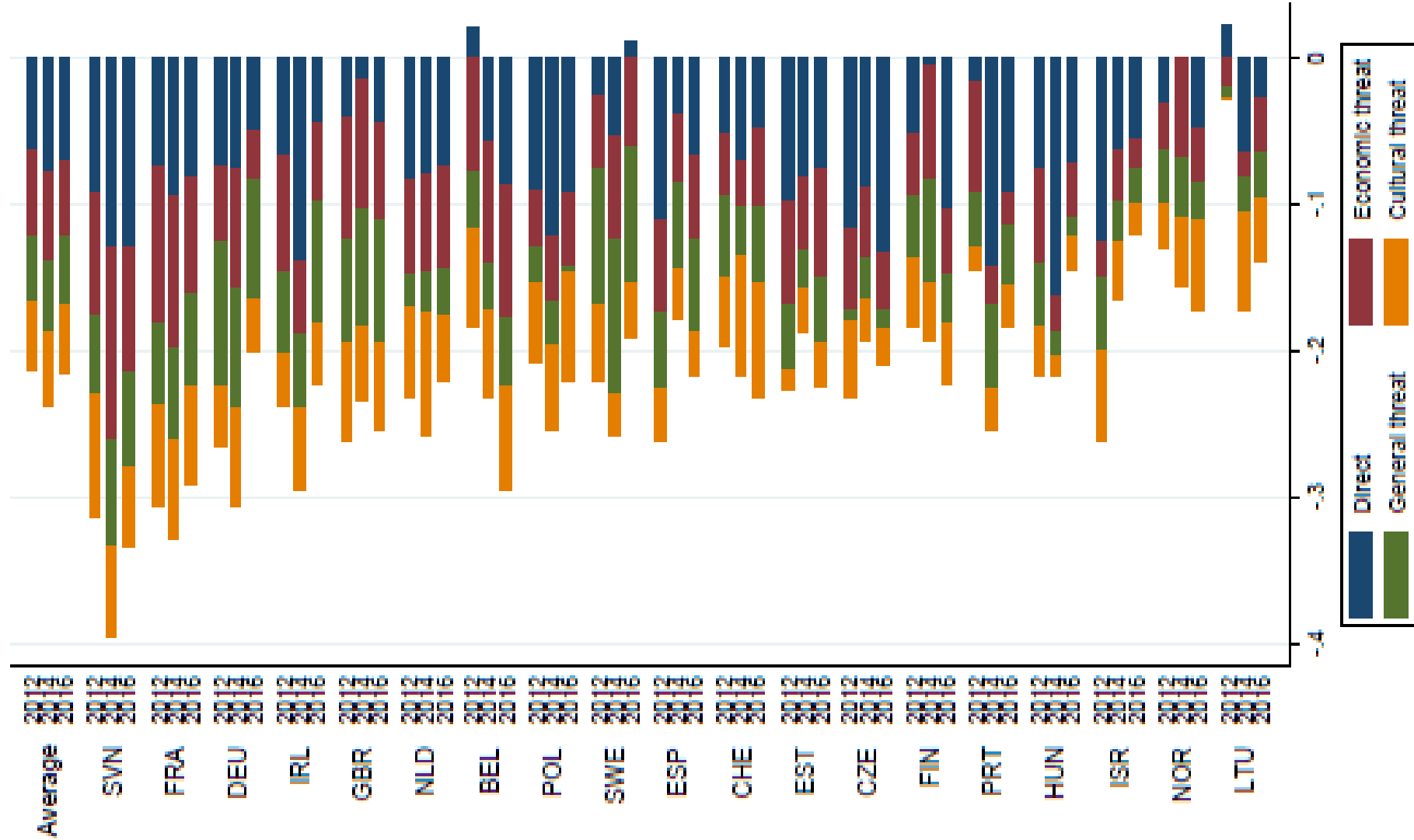


# Literacy is more importance in the presence of greater birthplace diversity





# Estimated direct and indirect relationships between education and opposition to migration, by country and year





## Policy lessons

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- 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

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- 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?