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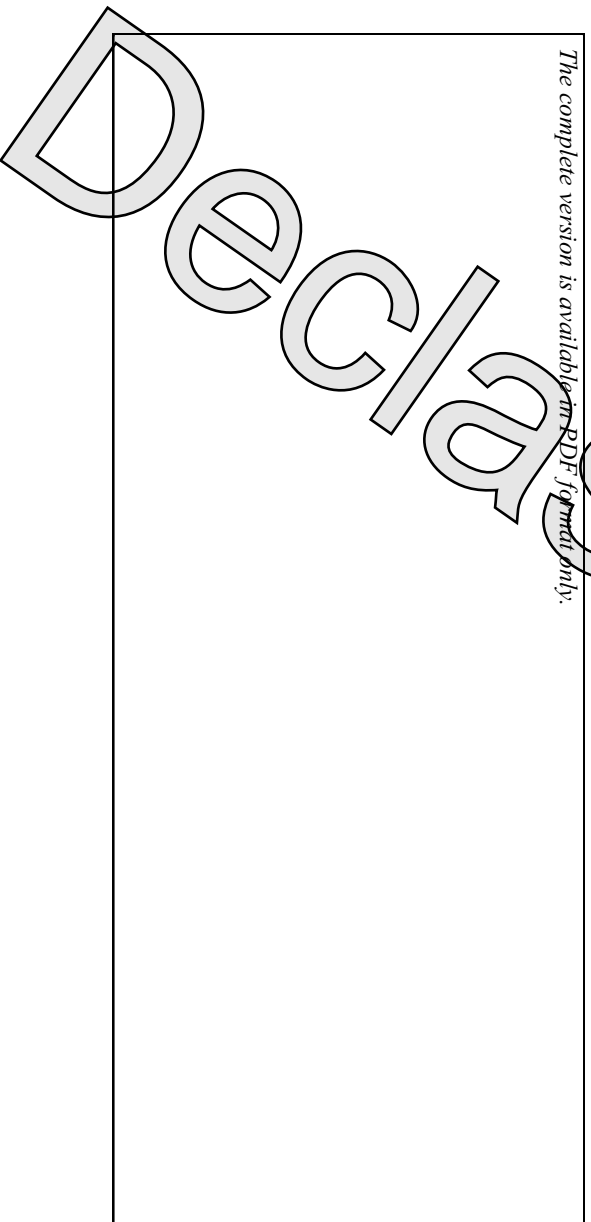
## **Group of National Experts on the Education of Migrants**

**Schooling outcomes for immigrant students – Evidence from PISA**

**Presentation made by Claire Shewbridge at the first meeting of the Group of National Experts on Migrant Education**

**21-22 January 2008**

*The complete version is available in PDF format only.*



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OECD Programme for International Student Assessment (PISA)

# Schooling outcomes for immigrant students - Evidence from PISA

First meeting of the Group of National Experts - Thematic Review on Migrant Education

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Indicators and Analysis Division  
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## What evidence can PISA offer?

### An international assessment of 15 year-old students:

- ... competencies in reading, mathematics and science
- ... other educational outcomes, *e.g.* motivation to learn and to continue learning
- ... surveys completed in 2000 (main focus reading), 2003 (mathematics) and 2006 (science)  
Next survey in 2009 (reading)

### Results for immigrant students in participating countries

- where these represent at least 3% or more of the students

# PISA and immigrant students

- All students completed a questionnaire about themselves, their learning process and schools. Information was collected on:
  - The country the student and his/her mother and father were born in
  - The age the student was when he/she arrived in the country (if they were not born in the country)
  - The language the student speaks at home most of the time
- Three groups of students are presented by immigrant status:
  - Native students: students were born in the country or had at least one parent born in the country
  - **Second-generation students**: students were born in the country, but parents were born elsewhere
  - **First-generation students**: both students and parents were born elsewhere

# Immigrant students in PISA countries

- Among 15-year-olds, the proportion of immigrant students varies across countries...
  - ... 74% in Macao-China
  - ... 44% in Hong Kong-China
  - ... 40% in Qatar
  - ... 36% in Luxembourg and Liechtenstein
  - ... 21 - 23% in Switzerland, Australia, New Zealand, Canada and Israel
  - ... 15% in the United States
  - ... 10 - 14% in Germany, Belgium, Austria, France, the Netherlands, Sweden, Croatia, Estonia and Slovenia
- These proportions comprise heterogeneous groups...
  - ... Ethnicity - no information in PISA
  - ... Nationality - limited information for some PISA countries (country of birth of students and parents). However, most countries code results as "Born elsewhere" or "Born in country"
  - ... Socio-economic background - information on the occupational and educational status of students' parents, plus measures of cultural possessions in the students' homes

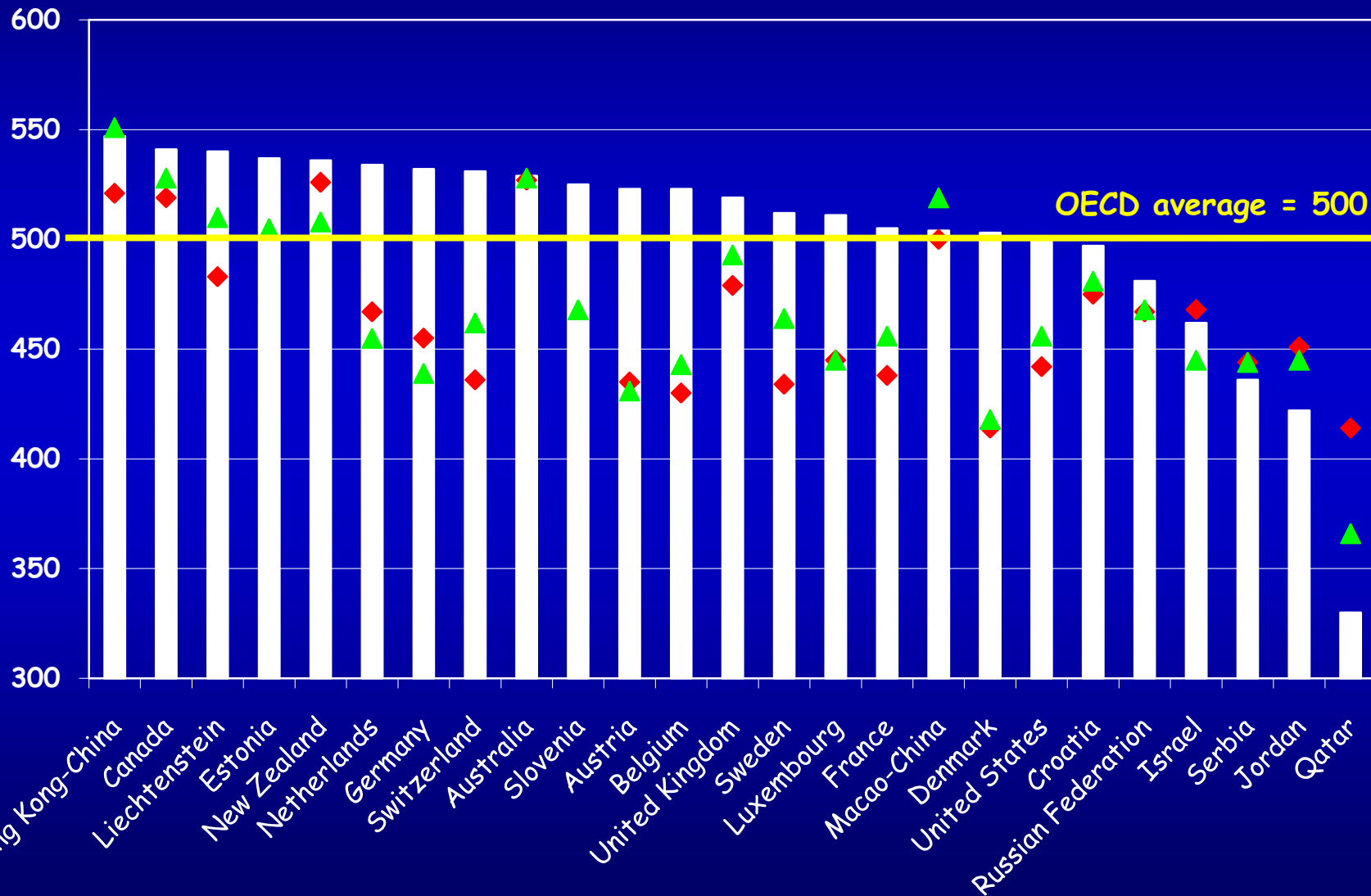
# Immigrant students and science performance (2006)

Science Competencies  
for Tomorrow's World

PISA  
OECD Programme for  
International Student Assessment



■ Native students    ◆ First-generation students    ▲ Second-generation students



PISA 2006: Science Competencies for Tomorrow's World, Figure 4.2a.

# Low performers in science by immigrant background (2006)

Science Competencies  
for Tomorrow's World

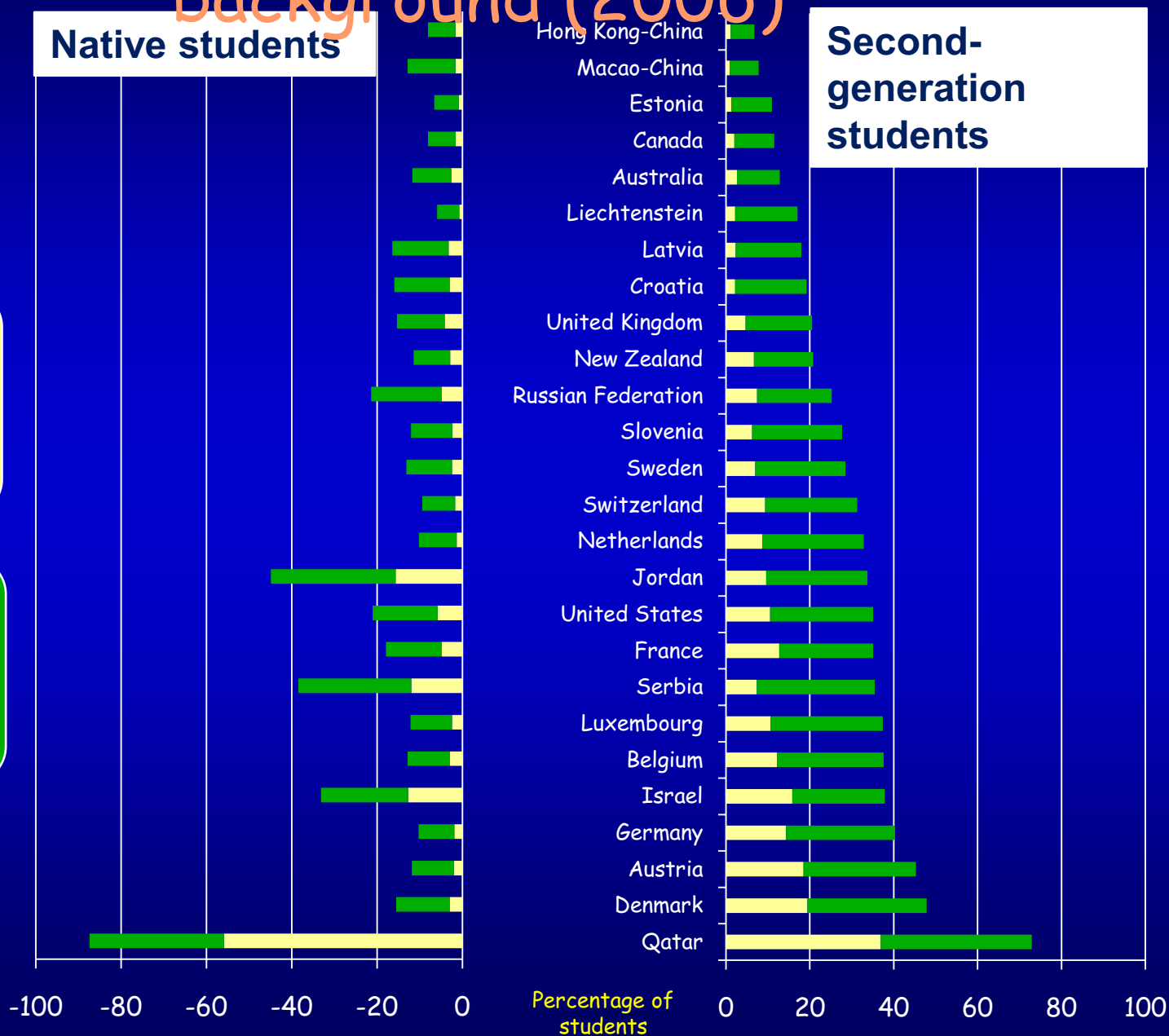
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% of students below Level 1

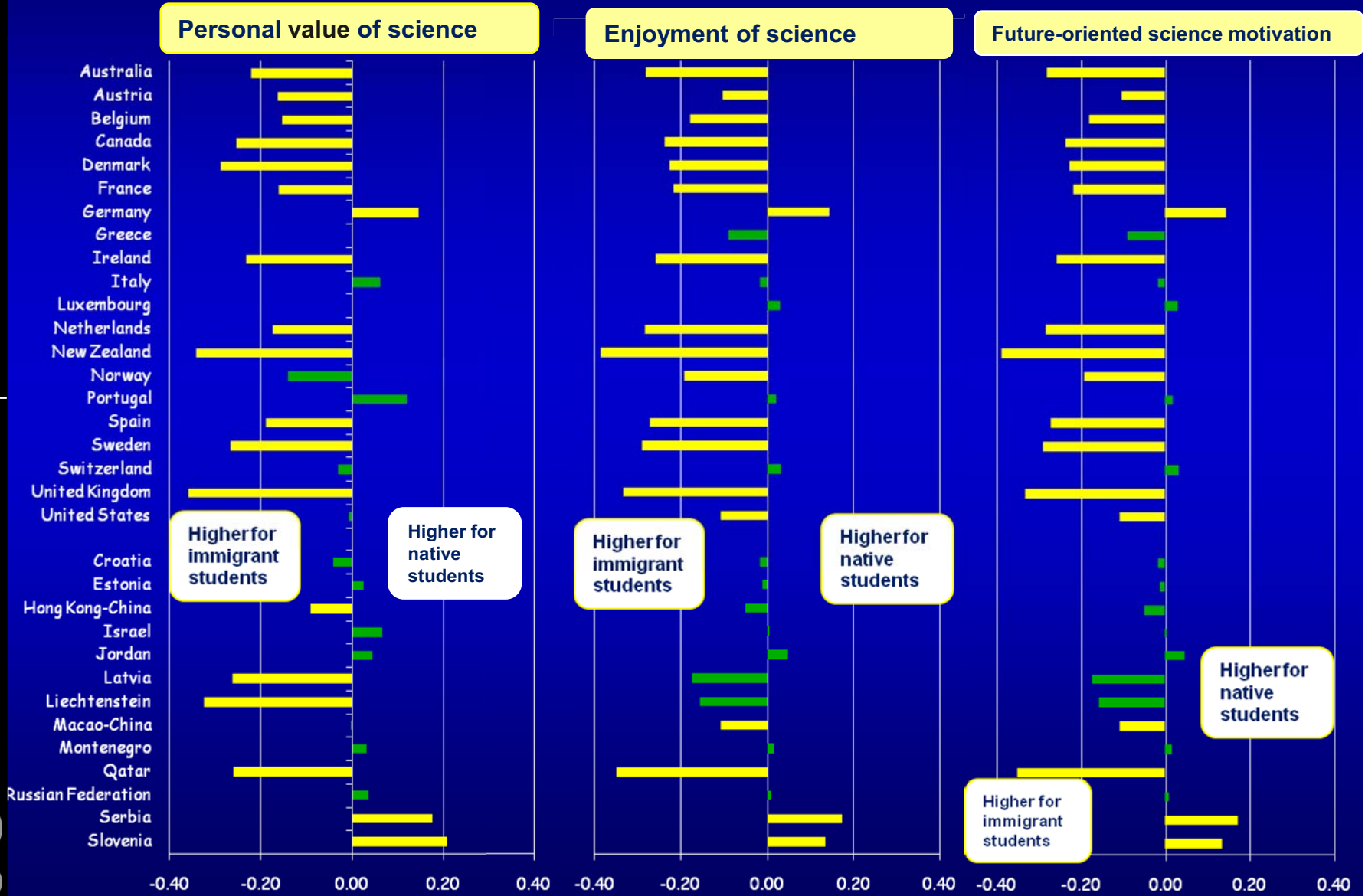
% of students at Level 1

PISA 2006: Science Competencies for Tomorrow's World, Figure 4.2b





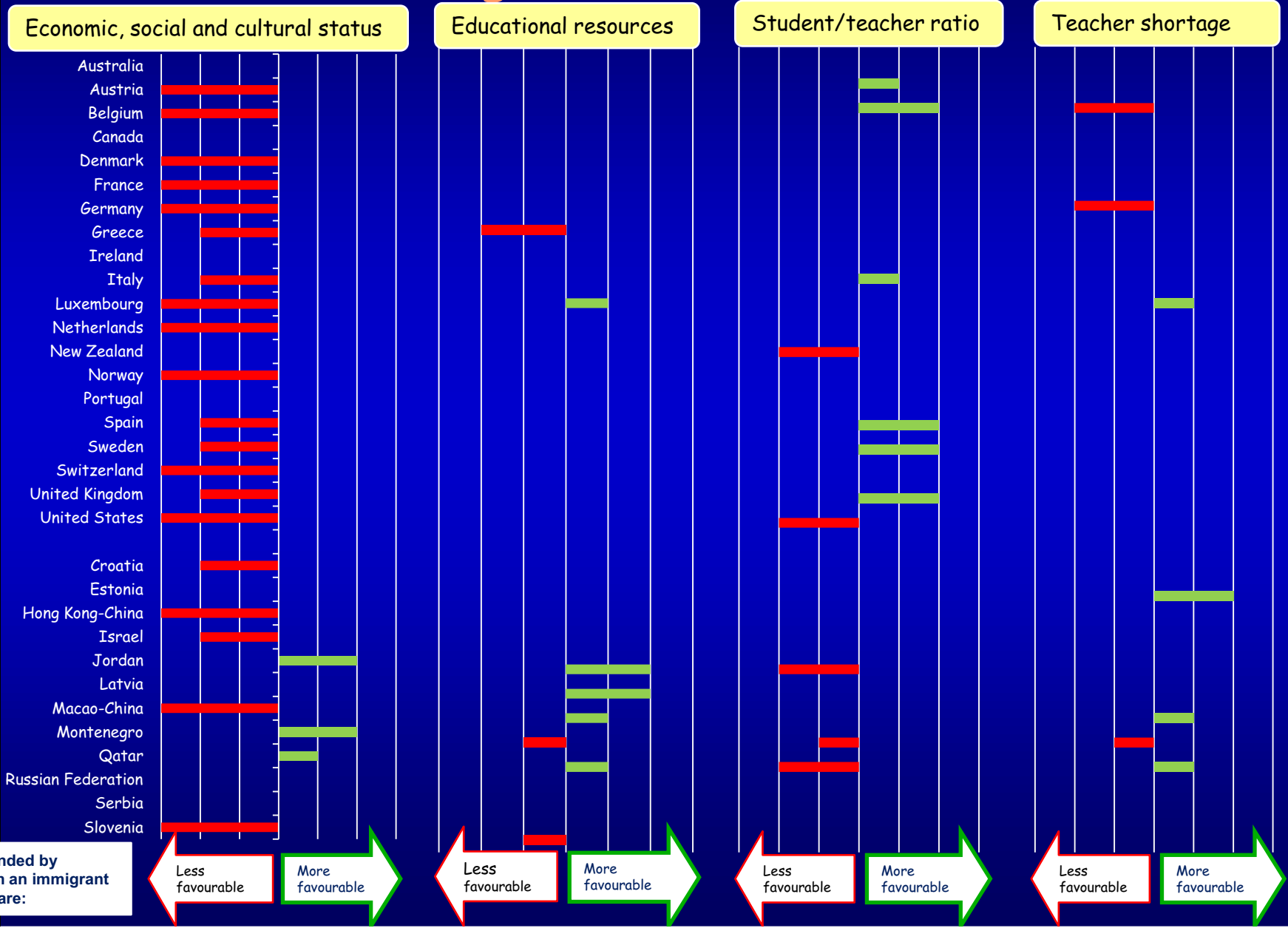
# Comparing attitudes to science by immigrant background (2006)



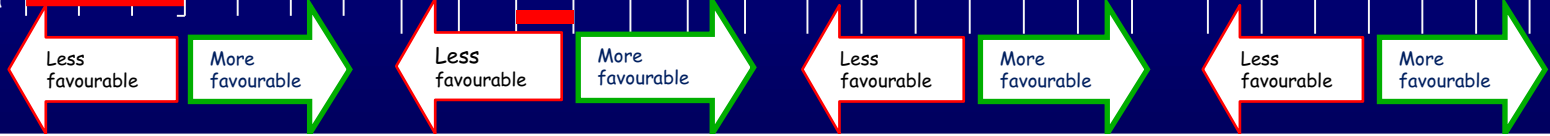
# Comparing schools attended by native students and immigrant students (2006)

Science Competencies for Tomorrow's World

PISA  
OECD Programme for International Student Assessment



Schools attended by students with an immigrant background are:





# Conclusions

- PISA can offer robust internationally comparable evidence on
  - educational outcomes in key subjects near the end of formal education for immigrant students
    - Compared to students in other systems, as well as to native students in the same system
  - differences in reported levels of motivation to learn key subjects and attitudes towards school
  - how socio-economic disparities are associated with learning outcomes
    - For individual students and schools
  - how speaking a different language in the home is associated with learning outcomes
  - performance differences by country of birth (limited evidence in 2003 and 2006)