

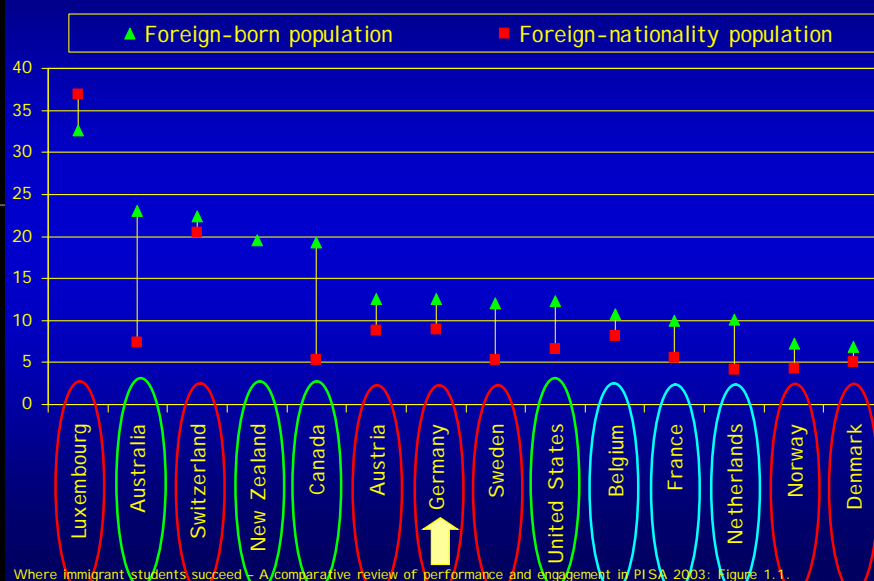
Where immigrant students succeed

A comparative review of performance and engagement in PISA 2003

End of embargo: 15 May 2005 11:00 Paris time

OECD Directorate for Education

Different histories



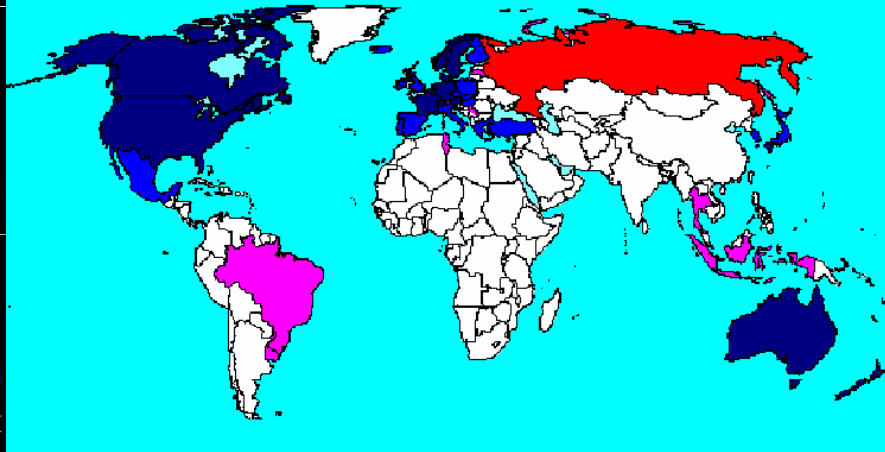
Key Issues

- r Policy attention is shifting from managing and containing migration inflows to addressing challenges of integration
 - r Schools can play a central role in integration processes
 - | Preparation for school-work transitions
 - | Overcoming language barriers
 - | Transmission of norms and values
 - r PISA provides first-time comparative data on cognitive and non-cognitive learning outcomes of immigrant students...
 - | Comparison with native peers
 - | Comparison with immigrant student populations across countries
- ... and thus provides an opportunities to review policies and practices in this area

This report

- r The report compares three student populations...
 - | Native students are students who were born in the country of assessment or who had at least one parent born in that country
 - | **Second-generation immigrant students** are students who were born in the country of assessment, but whose parents were born in another country, *i.e.* students who have followed their entire school career in the country of assessment
 - | **First-generation immigrant students** are students who were not born in the country of assessment and whose parents were also born in another country
- ... also taking into account their socio-economic composition

PISA 2003 - country participation and countries included in the report



OECD countries

- In the report
- NOT in the report

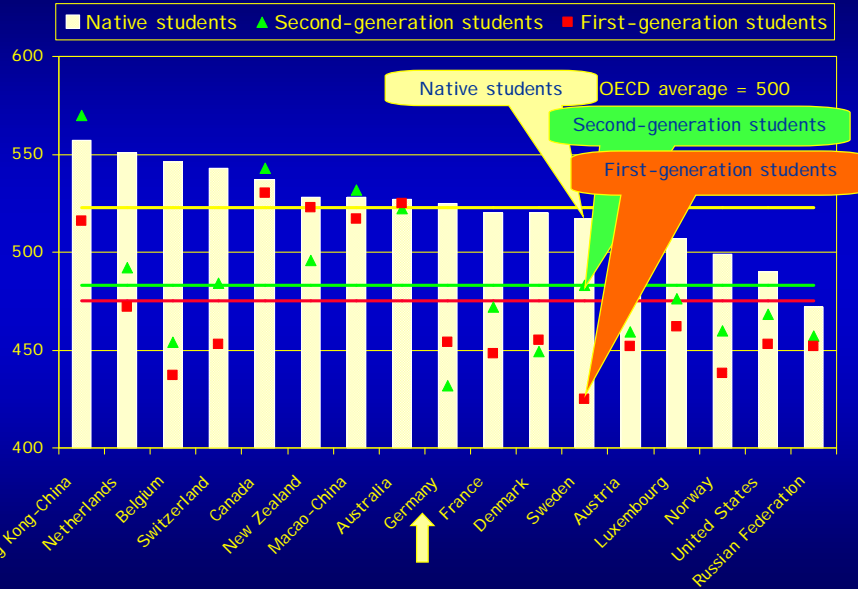
Partner countries

- In the report
- NOT in the report

Key features of PISA 2003

- r Information collected
 - l Volume of the tests
 - 3½ hours of mathematics assessment
 - 1 hour for each of reading, science and problem solving
 - l Each student
 - 2 hours on paper-and-pencil tasks (subset of all questions)
 - ½ hour for questionnaire on background, learning habits, learning environment, engagement and motivation, computer use
 - l School principals
 - questionnaire (school demography, learning environment quality)
- r Coverage
 - l PISA covers roughly nine tens of the world economy
 - l Representative samples of between 3,500 and 50,000 students

Mathematics performance



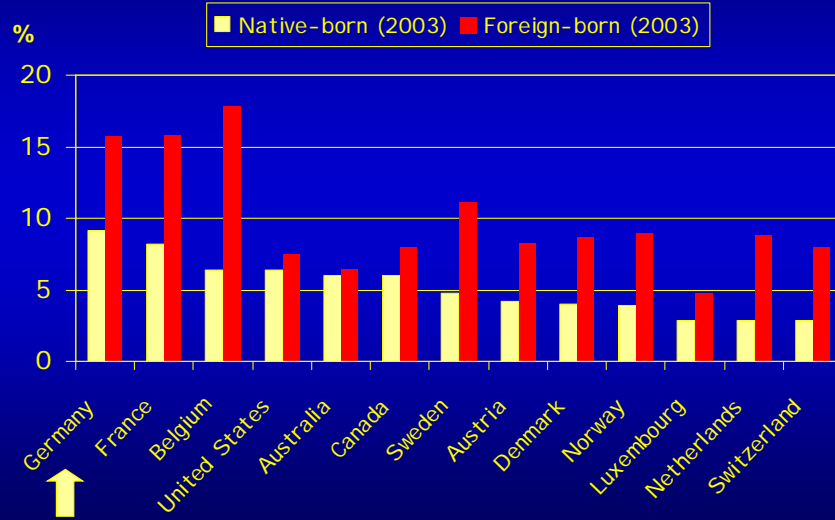
Where immigrant students succeed - A comparative review of performance and engagement in PISA 2003: Figure 2.2a.

Key findings

- | On average across the 17 countries, 15-year-old first-generation immigrants score in mathematics more than one school year behind their native counterparts
- | The performance disadvantage varies widely across countries from negligible amounts to...
 - ...more than 90 score points in Belgium and Sweden for first-generation students
 - ...more than 90 score points in Belgium and Germany for second-generation students
- | The performance of immigrant students also varies in absolute terms
 - ...with second-generation immigrants in Canada outperforming their German counterparts by 111 score points, almost equivalent to three school years

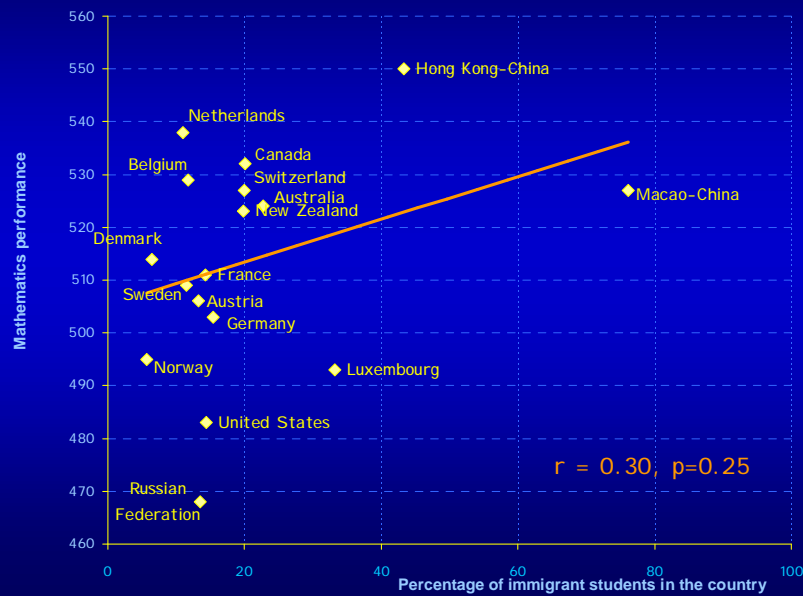
Where immigrant students succeed - A comparative review of performance and engagement in PISA 2003: Figure 2.2a.

Unemployment rates by immigration background



Where immigrant students succeed - A comparative review of performance and engagement in PISA 2003: Table 1.4.

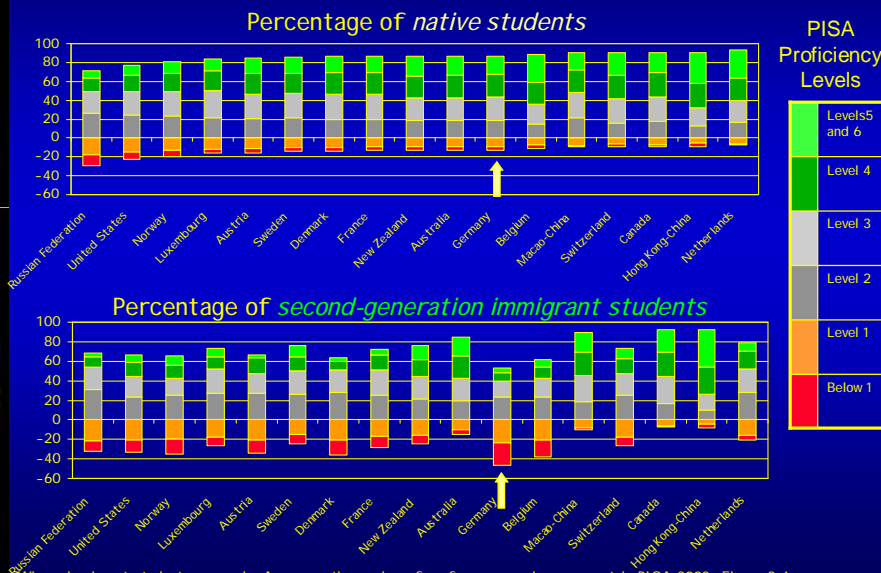
Larger immigrant populations do not imply lower overall performance



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Mathematics performance by proficiency levels

In PISA Level 2 demonstrates an essential foundation of mathematics skills



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Students' interest in and enjoyment of mathematics (OECD average)

	Native students	Second-generation immigrant students	First-generation immigrant students
I enjoy reading about mathematics.	28	35	41
I look forward to my mathematics lessons.	31	40	47
I do mathematics because I enjoy it.	38	43	48
I am interested in the things I learn in mathematics.	52	59	64

Stronger in 9 countries
Effect size 0.16

Stronger in 14 countries
Effect size 0.32

Where immigrant students succeed - A comparative review of performance and engagement in PISA 2003: Figures 4.2 and 4.9.

Students' instrumental motivation in learning mathematics (OECD average)

	Native students	Second-generation immigrant students	First-generation immigrant students
Making an effort in mathematics is worth it because it will help me in work I want to do later.	74	76	79
Learning mathematics is worthwhile because it will improve my career prospects.	76	80	81
Mathematics is an important subject because I need it for what I want to study later on.	62	67	71
I will learn many things in mathematics that will help me get a job.	69	73	76

Stronger in 10 countries
Effect size 0.14
(not significant)

Stronger in 12 countries
Effect size 0.25

Where immigrant students succeed - A comparison of immigrant performance and engagement in PISA 2003 (figures 4.5a and 4.9)

The likelihood of immigrant students expecting to complete a university-level programme (ISCED 5a, 6) compared to native students

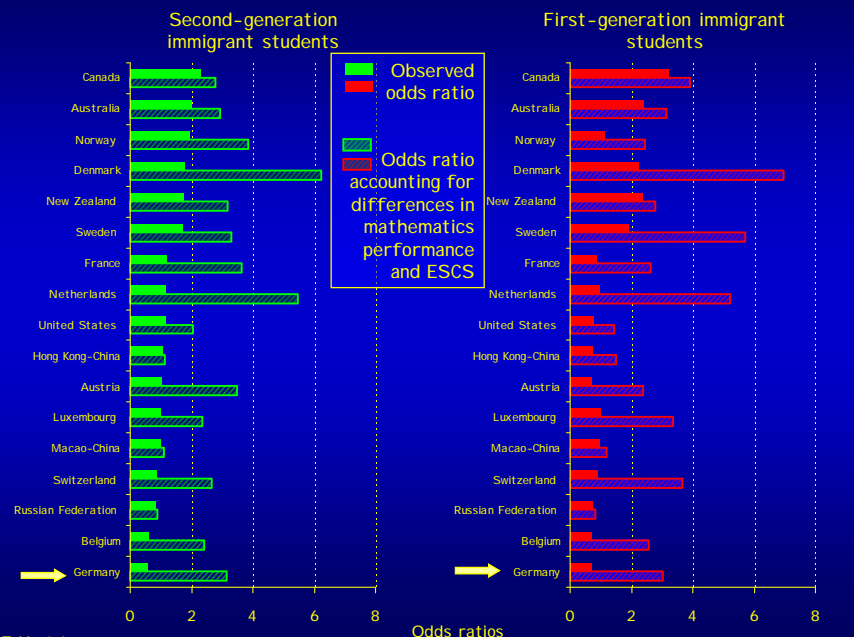
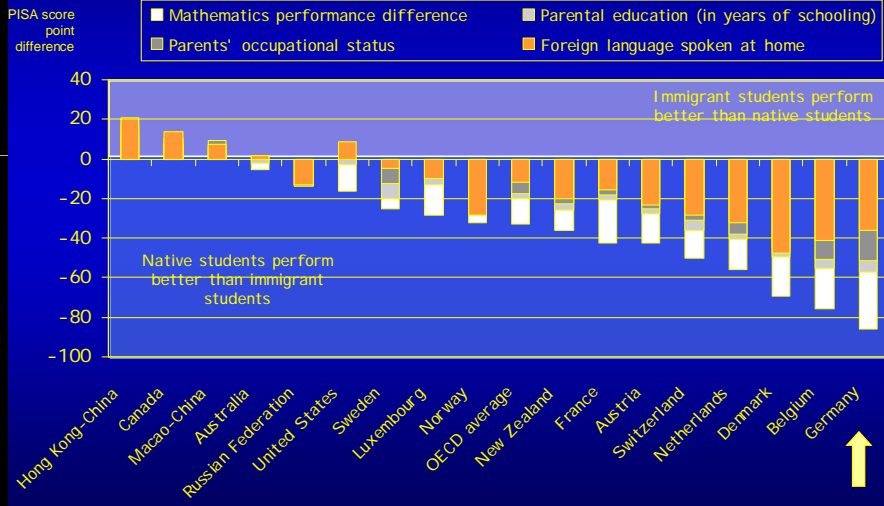


Table 4.4.

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Performance differences in mathematics Native students versus second-generation immigrant students

Education
OCDE

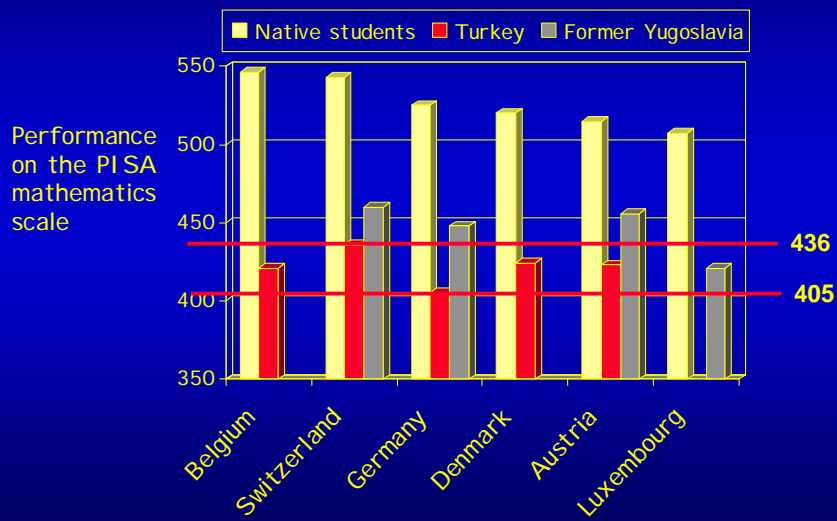


Where immigrant students succeed - A comparative review of performance and engagement in PISA 2003: Table 3.5.

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Performance of immigrant students whose families came from Turkey or the former Yugoslavia

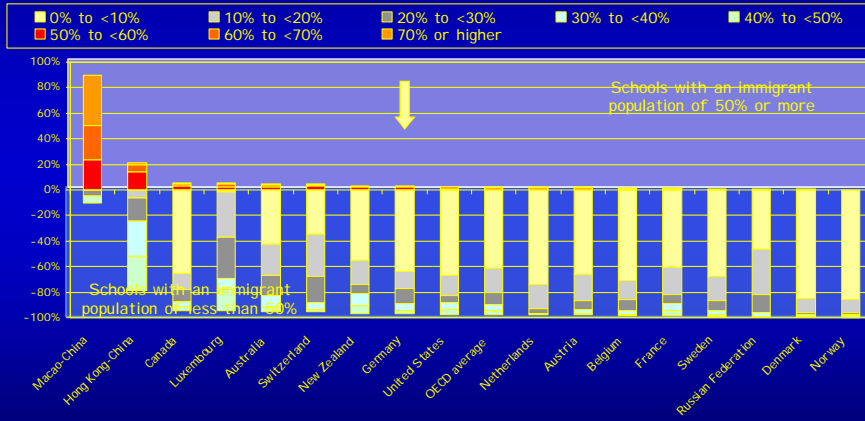
Education
OCDE



Where immigrant students succeed - A comparative review of performance and engagement in PISA 2003: Figure 2.8 and Table 2.9.

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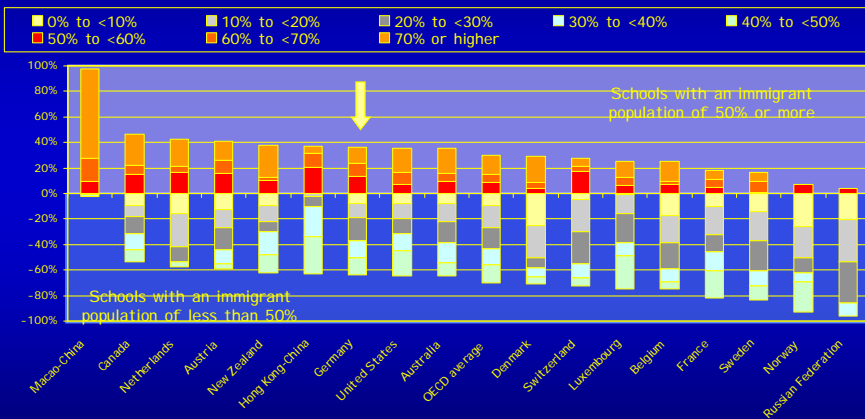
Percentage of native students in schools with different proportions of immigrant students



Where immigrant students succeed - A comparative review of performance and engagement in PISA 2003: Table 3.7c.

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Percentage of second-generation immigrant students in schools with different proportions of immigrant students



Where immigrant students succeed - A comparative review of performance and engagement in PISA 2003: Table 3.7a.

Further information

- | www.pisa.oecd.org
 - All national and international publications
 - The complete micro-level database
- | email: pisa@oecd.org

- | Andreas.Schleicher@OECD.org

... and remember:

Without data, you are just another person with an opinion