Chapter 1

Overview – The resilience of students with an immigrant background: Factors that shape well-being

This chapter summarises the main findings of the report. It identifies different groups of students with an immigrant background and their academic, social, emotional and motivational outcomes. It illustrates differences in the outcomes of different groups of students in different education systems as well as factors at the individual, family, school and education system levels that can shape student academic proficiency and broader well-being. It concludes by identifying the policy implications of the report.

Notes regarding Cyprus

Note by Turkey: The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Note regarding data from Israel

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

An estimated 4.8 million migrants arrived at OECD countries in 2015, an increase of about 10% over the previous year, with family reunification and free movement across borders each accounting for about a third of these entries. The recent wave of migration has reinforced a long and steady upward trend in the share of immigrants in OECD countries, which has grown by more than 30% since 2000 and has become increasingly diverse. While migration flows can create difficulties for host communities, they also represent an opportunity for countries that face ageing native-born populations and the associated threat of labour and skills shortages. Effective education and social policies are necessary to integrate migrant children successfully into society and unlock the potential benefits of migration.

The ability of societies to maintain social cohesion in the presence of large migration flows depends on their capacity to integrate foreign-born populations. Education can help migrants acquire skills and contribute to the host-country economy; they can also contribute to migrants' social and emotional well-being, and sustain their motivation to participate in the social and civic life of their new communities. But ensuring that students with an immigrant background have good well-being outcomes is difficult, because many foreign-born students, the children of foreign-born parents, or mixed-heritage students need to overcome the adversities related to displacement, socio-economic disadvantage, language barriers and the conflicting pressures involved in forging a new identity – often all at the same time.

Given the importance of academic success, and social and emotional well-being for the long-term economic and social stability of migrants, this report examines between-country differences in the academic, social, emotional and motivation outcomes of students with an immigrant background and uses the framework of resilience to identify how countries can promote their long-term integration through education.

The report identifies different types of students with an immigrant background and maps the academic, social, emotional and motivation outcomes of these students in a wide range of countries. **Students with an immigrant background** are defined as those students who are either foreign-born or who have at least one foreign-born parent while **native students** are students who are native-born from two native-born parents. Among students with an immigrant background, the following groups are identified: **immigrant students**, a group that includes **first-generation immigrant students** (foreign-born children of two foreign-born parents[1]) and **second-generation immigrant students** (native-born children of two foreign-born parents[2]); **native students of mixed heritage** (native-born students with one native-born and one foreign-born parent) and **returning foreign-born students** (foreign-born students of two native-born parents[3]).

The report identifies factors that promote the well-being of students with an immigrant background, and the policies and practices that can be implemented to promote their resilience overall. The key dimensions of well-being considered in this report are: academic proficiency, sense of belonging to the school community, life satisfaction, schoolwork-related anxiety and achievement motivation.

A profile of students with an immigrant background in OECD and EU countries

Migration flows are profoundly changing the composition of classrooms. **Analyses of PISA data reveal that in 2015, almost one in four 15-year-old students in OECD and EU countries was either foreign-born or had at least one foreign-born parent.** This figure is considerably higher than the statistics reported using PISA data on the number of immigrant students in OECD and EU countries (OECD, 2016; European Commission, 2017).

The discrepancy between prevalence figures cited in this report and those that appear in previous publications lies in the definition of students with an immigrant background. Like previous publications, this report considers the circumstances and experiences of native- and foreign-born children of two foreign-born parents (or one foreign-born parent in the case of single-parent households). But unlike those earlier publications it also considers the experiences of foreign-born children of native-born parents and of native-born children who have one native-born and one foreign-born parent. In Switzerland and Luxembourg more than one in two 15-year-old students were either foreign-born or had at least one parent who was. **Between 2003 and 2015, the share of students who had either migrated or who had at least one parent who had crossed an international border to settle elsewhere grew by six percentage points on average across OECD and seven percentage points across EU countries.**

Migration flows from several decades ago weigh heavily on this increase. Of all groups of students with an immigrant background, the share of second-generation immigrant students grew most rapidly (by 3 percentage points) on average across OECD countries over the 2003-15 period. The share of native-born students of mixed heritage grew by 2 percentage points, on average, across OECD countries. Migration waves after 2000, which are reflected in the share of foreign-born students, account only for a one percentage-point increase, on average, across OECD countries. In 2015, late arrivals – foreign-born students who had settled in the host country at or after the age of 12 – represented about one-third of all first-generation immigrant students, on average.

These averages mask large differences across countries. In Portugal the number of native students of mixed heritage grew most rapidly (by eight percentage points). In Ireland the fastest growing group was that of first-generation immigrant students. This group increased by as much as nine percentage points between 2003 and 2015. In Italy, the share of both first- and second-generation immigrant students grew by three percentage points. Between 2003 and 2015, the share of late arrivals among first-generation immigrant students grew in 14 out of 36 countries and economies with available data. The increase was larger than twenty percentage points Austria, Latvia, Luxembourg, the Slovak Republic, Sweden, Turkey, Tunisia and Uruguay.

Resilience: A multidimensional construct

This report conceives students' resilience as the capacity of students with an immigrant background to reach adequate levels of adjustment across multiple well-being dimensions.

Figure 1.1 ■ **Academic and well-being outcomes, by immigrant background**
OECD average
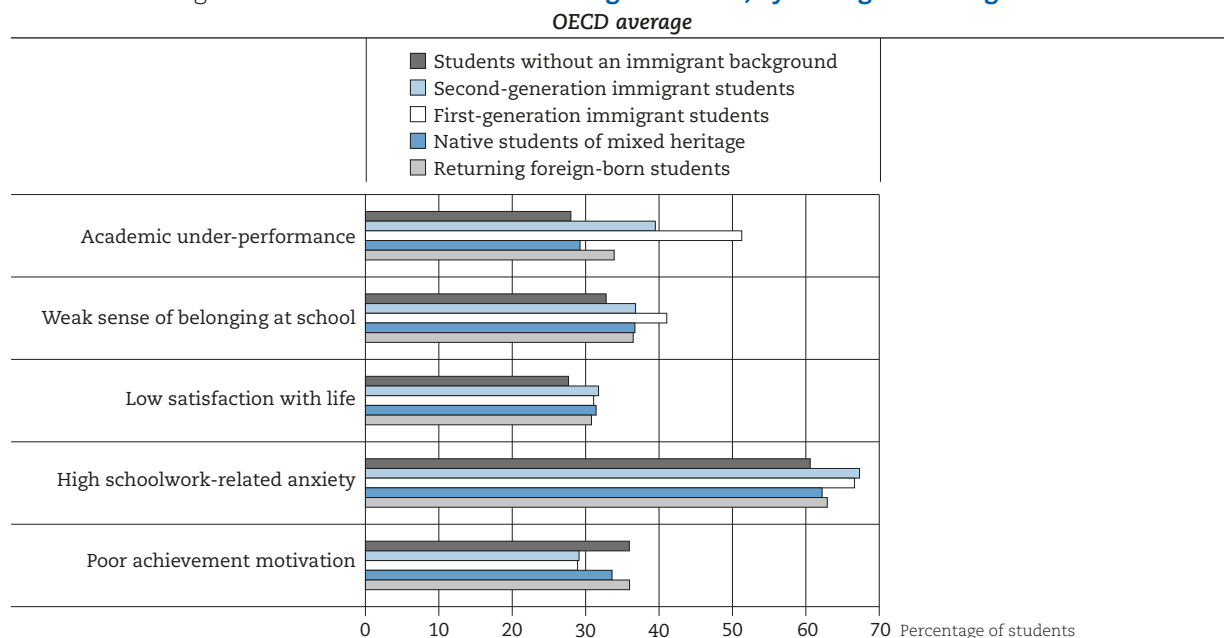
Notes: Differences in all outcomes between students without an immigrant background and all categories of students with an immigrant background are statistically significant, except for the difference in the percentage of students with poor achievement motivation between students without an immigrant background and returning foreign-born students.

Academic under-performance implies that a student failed to attain at least proficiency Level 2 in all three core PISA subjects: science, reading and mathematics.

Weak sense of belonging implies that a student reported that he or she "disagrees" or "strongly disagrees" with the statement "I feel like I belong at school" and "agrees" or "strongly agrees" with the statement "I feel like an outsider at school".

Low satisfaction with life implies that a student reported a life satisfaction of 6 or less on a 0-10 scale.

High school-work related anxiety implies that a student reported that he or she "agrees" or "strongly agrees" with the statements "I often worry that it will be difficult for me taking a test" and "Even if I am well prepared for a test, I feel very anxious".

Poor achievement motivation implies that a student "disagrees" or "strongly disagrees" with the statement "I want to be the best, whatever I do".

Source: OECD, PISA 2015 Database, Table 1.1.

StatLink ᵃᵍᵖᵉ http://dx.doi.org/10.1787/888933680571

The capacity of students with an immigrant background to overcome the adversities inherent in displacement and be resilient should be judged not only based on their attainment of baseline levels of academic proficiency, but also on their sense of belonging at school, their satisfaction with life, their level of schoolwork-related anxiety and their motivation to achieve. These five indicators represent key dimensions of well-being measured by PISA 2015. Figure 1.1 illustrates the percentage of students with and without an immigrant background across OECD countries who do not reach baseline levels of academic proficiency[4], who reported a weak sense of belonging at school[5], who reported low satisfaction with life[6], high schoolwork-related anxiety[7] and poor motivation to achieve[8].

Figure 1.2 shows country-specific profiles in the relative risk of not attaining baseline levels of academic proficiency, a sense of belonging at school, satisfaction with life, schoolwork-related anxiety and achievement motivation for a key category of students with an immigrant background: immigrant students. These are students who have two foreign-born parents, irrespective of their own place of birth. As such, Figure 1.2 paints a comprehensive picture of immigrant students' relative vulnerability compared to native students in their host country but also relative to the vulnerability experienced by other immigrant students in OECD countries.

Figure 1.2 suggests that immigrant students face greater vulnerability than native students when it comes to academic resilience (compared to their vulnerability in other dimensions of resilience). For example, on average across OECD countries, immigrant students had a 1.75 times greater risk of failing to reach baseline levels of academic proficiency than native students did. Immigrant students were also somewhat less likely than native students to report a strong sense of belonging at school (on average across OECD countries, immigrant students had a 1.25 times greater risk of reporting a weak sense of belonging at school compared to native students). They were less likely to report being satisfied with their life (1.24 times less likely, on average) and to report low schoolwork-related anxiety (1.13 times less likely, on average). By contrast, immigrant students were more likely than native students to express high motivation to achieve. On average across OECD countries, immigrant students had an 11% lower risk of expressing low motivation to achieve compared to native students.

Academic underperformance is common to most students with an immigrant background, but particularly first-generation immigrant students. As much as 51% of first-generation immigrant students failed to reach baseline levels of academic proficiency in reading, mathematics and science in 2015, compared to 28% of students without an immigrant background. There are disparities in most other well-being outcomes as well: 41% of first-generation immigrant students reported a weak sense of belonging, compared to 33% of students without an immigrant background; 31% of first-generation immigrant students reported low satisfaction with life, compared to 28% of students without an immigrant background; and 67% of first-generation immigrant students reported high schoolwork-related anxiety, compared to 61% of students without an immigrant background.
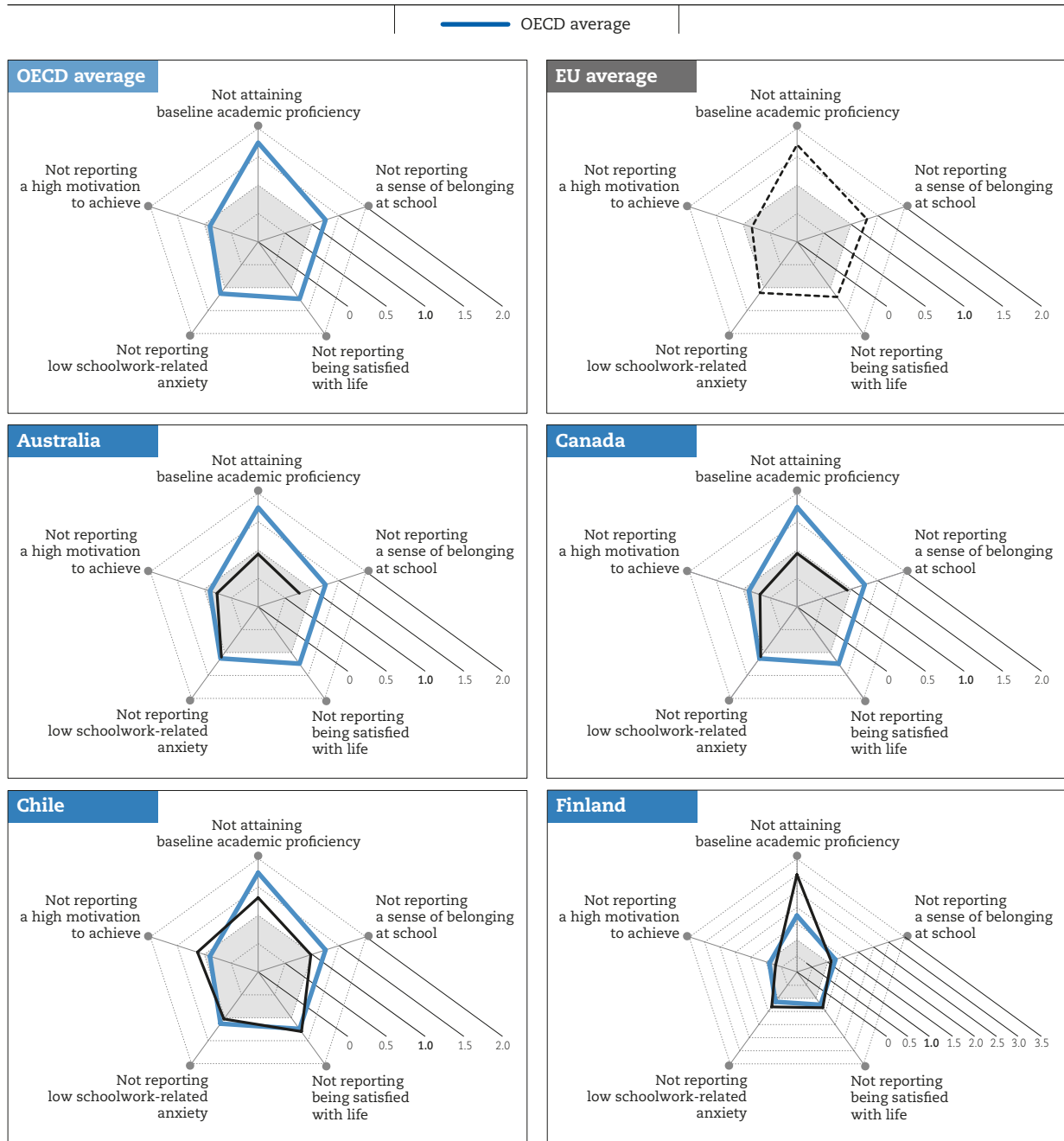
Immigrant students were at least twice as likely as native students to fail to achieve baseline levels of academic proficiency in Austria, Belgium, Denmark, Finland, Germany, Iceland, Japan, Luxembourg, Slovenia and Switzerland. By contrast, immigrant students in Australia, Canada and Hungary were as likely as native students to fail to achieve baseline academic proficiency.

In most countries, immigrant students are less vulnerable when it comes to sense of belonging at school than they are when considering academic proficiency. However, in Iceland, the Slovak Republic and Spain, immigrant students were considerably less likely than native students to report a sense of belonging at school. In particular, in the Slovak Republic, immigrant students were almost twice as likely as native students to report a weak sense of belonging at school.

In Australia, Canada, and New Zealand, immigrant students were at a lower risk of reporting a weak sense of belonging at school. The difference was particularly marked in Australia, where immigrant students had 24% less risk than native students of reporting so.

In France, Iceland, and Spain, immigrant students were considerably less likely than native students to report being satisfied with their life. And in Austria, Finland, Luxembourg and Switzerland, they were considerably more likely than native students to report high levels of schoolwork-related anxiety. In Switzerland, immigrant students were 1.5 times more likely than native students to report high schoolwork-related anxiety.

Figure 1.2 [1/2] ■ **Relative risk for immigrant students of not being resilient, by resilience outcome**
Selected countries

──── OECD average

OECD average

Not attaining baseline academic proficiency
Not reporting a sense of belonging at school
Not reporting being satisfied with life
Not reporting low schoolwork-related anxiety
Not reporting a high motivation to achieve

0   0.5   1.0   1.5   2.0

EU average

Not attaining baseline academic proficiency
Not reporting a sense of belonging at school
Not reporting being satisfied with life
Not reporting low schoolwork-related anxiety
Not reporting a high motivation to achieve

0   0.5   1.0   1.5   2.0

Australia

Not attaining baseline academic proficiency
Not reporting a sense of belonging at school
Not reporting being satisfied with life
Not reporting low schoolwork-related anxiety
Not reporting a high motivation to achieve

0   0.5   1.0   1.5   2.0

Canada

Not attaining baseline academic proficiency
Not reporting a sense of belonging at school
Not reporting being satisfied with life
Not reporting low schoolwork-related anxiety
Not reporting a high motivation to achieve

0   0.5   1.0   1.5   2.0

Chile

Not attaining baseline academic proficiency
Not reporting a sense of belonging at school
Not reporting being satisfied with life
Not reporting low schoolwork-related anxiety
Not reporting a high motivation to achieve

0   0.5   1.0   1.5   2.0

Finland

Not attaining baseline academic proficiency
Not reporting a sense of belonging at school
Not reporting being satisfied with life
Not reporting low schoolwork-related anxiety
Not reporting a high motivation to achieve

0   0.5   1.0   1.5   2.0   2.5   3.0   3.5

Notes: All measures of relative risk compare immigrant students to native students.

Students who attain baseline academic proficiency are students who reach at least PISA proficiency Level 2 in all three core PISA subjects: science, reading and mathematics.

Students who reported a sense of belonging at school are those who reported that they "agree" or "strongly agree" with the statement "I feel like I belong at school" and "disagree" or "strongly disagree" with the statement "I feel like an outsider at school".

Students who reported being satisfied with life are those who reported a life satisfaction of 7 or above on a scale from 0 to 10.

Students who reported low schoolwork-related anxiety are those who reported that they "disagree" or "strongly disagree" with the statements "I often worry that it will be difficult for me taking a test" and "Even if I am well prepared for a test, I feel very anxious".
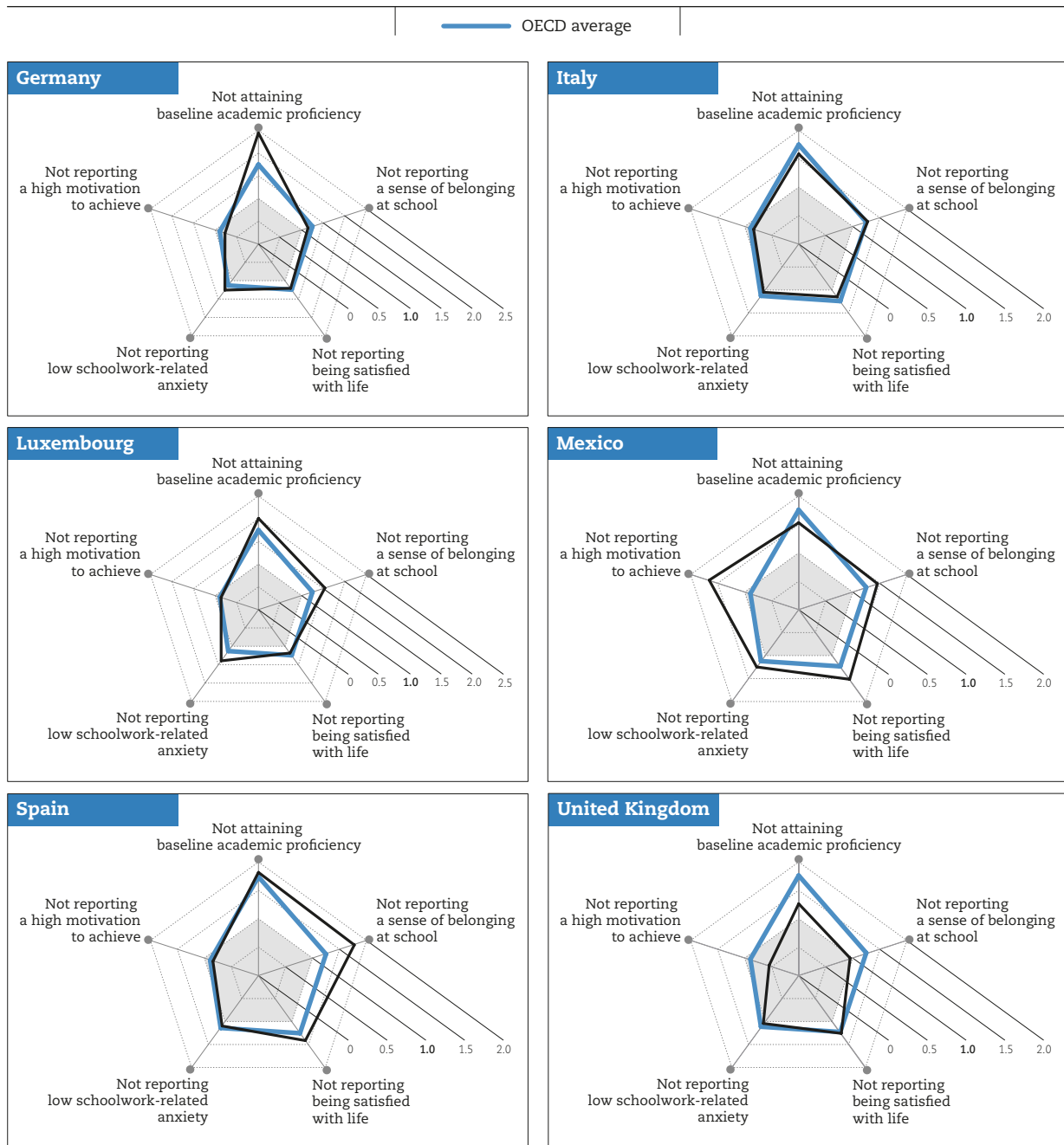
Students who reported high motivation to achieve are those who reported that they "agree" or "strongly agree" with the statement "I want to be the best, whatever I do".

Countries and economies are ranked in alphabetical order.

Source: OECD, PISA 2015 Database, Table 1.2.

StatLink ⧉ http://dx.doi.org/10.1787/888933680590

Figure 1.2 [2/2] ▪ **Relative risk for immigrant students of not being resilient, by resilience outcome**
Selected countries

──── OECD average

Notes: All measures of relative risk compare immigrant students to native students.

Students who attain baseline academic proficiency are students who reach at least PISA proficiency Level 2 in all three core PISA subjects: science, reading and mathematics.

Students who reported a sense of belonging at school are those who reported that they "agree" or "strongly agree" with the statement "I feel like I belong at school" and "disagree" or "strongly disagree" with the statement "I feel like an outsider at school".

Students who reported being satisfied with life are those who reported a life satisfaction of 7 or above on a scale from 0 to 10.

Students who reported low schoolwork-related anxiety are those who reported that they "disagree" or "strongly disagree" with the statements "I often worry that it will be difficult for me taking a test" and "Even if I am well prepared for a test, I feel very anxious".

Students who reported high motivation to achieve are those who reported that they "agree" or "strongly agree" with the statement "I want to be the best, whatever I do".

Countries and economies are ranked in alphabetical order.

Source: OECD, PISA 2015 Database, Table 1.2.

StatLink ⟨⟨⟨▶ http://dx.doi.org/10.1787/888933680590

In most countries, immigrant students expressed greater motivation to achieve than native students. In particular, in Belgium, Canada, Denmark, Finland and the Netherlands, immigrant students had about 30% less risk of reporting low motivation compared to native students and in the United Kingdom immigrant students had 46% less risk of so reporting. In Israel and Mexico, immigrant students were more likely than native students to report low motivation to achieve.

Figure 1.2 and Table 1.2 (available on line) suggest that countries differ greatly in the dimensions of well-being to which immigrant students are most vulnerable. For example, while immigrant students in Belgium, Finland, Germany and Slovenia appear to be particularly vulnerable to poor academic proficiency but not to other aspects of well-being, students in Mexico, the Slovak Republic and Spain appear to be particularly likely to have only a weak sense of belonging at school and to report low satisfaction with life.

Figure 1.3 shows more precisely the extent to which immigrant students can be considered to be resilient overall; it also shows country variations in the dimensions in which immigrant students are particularly vulnerable. The figure focuses on three key indicators that characterise immigrant students' resilience: academic proficiency, sense of belonging and life satisfaction.

For a selection of countries with available data on all dimensions, Figure 1.3 presents the percentage of immigrant students who reach baseline levels on all three indicators, as well as those who reach baseline levels on different combinations of the indicators (academic and sense of belonging, but not life satisfaction; academic and life satisfaction, but not sense of belonging etc.). Table 1.3 (available on line) reports the data for the rest of the PISA countries.

Results suggest that in some countries, such as the Czech Republic, Estonia, Hong Kong (China), Ireland, Macao (China) and the United Kingdom, many immigrant students who achieve baseline levels of academic proficiency suffer low life satisfaction, a weak sense of belonging or both. By contrast, **in Austria, Croatia, Finland, Hungary, the Netherlands and Spain, immigrant students who achieve baseline academic proficiency were also more likely to report high satisfaction with life and a strong sense of belonging or both.**
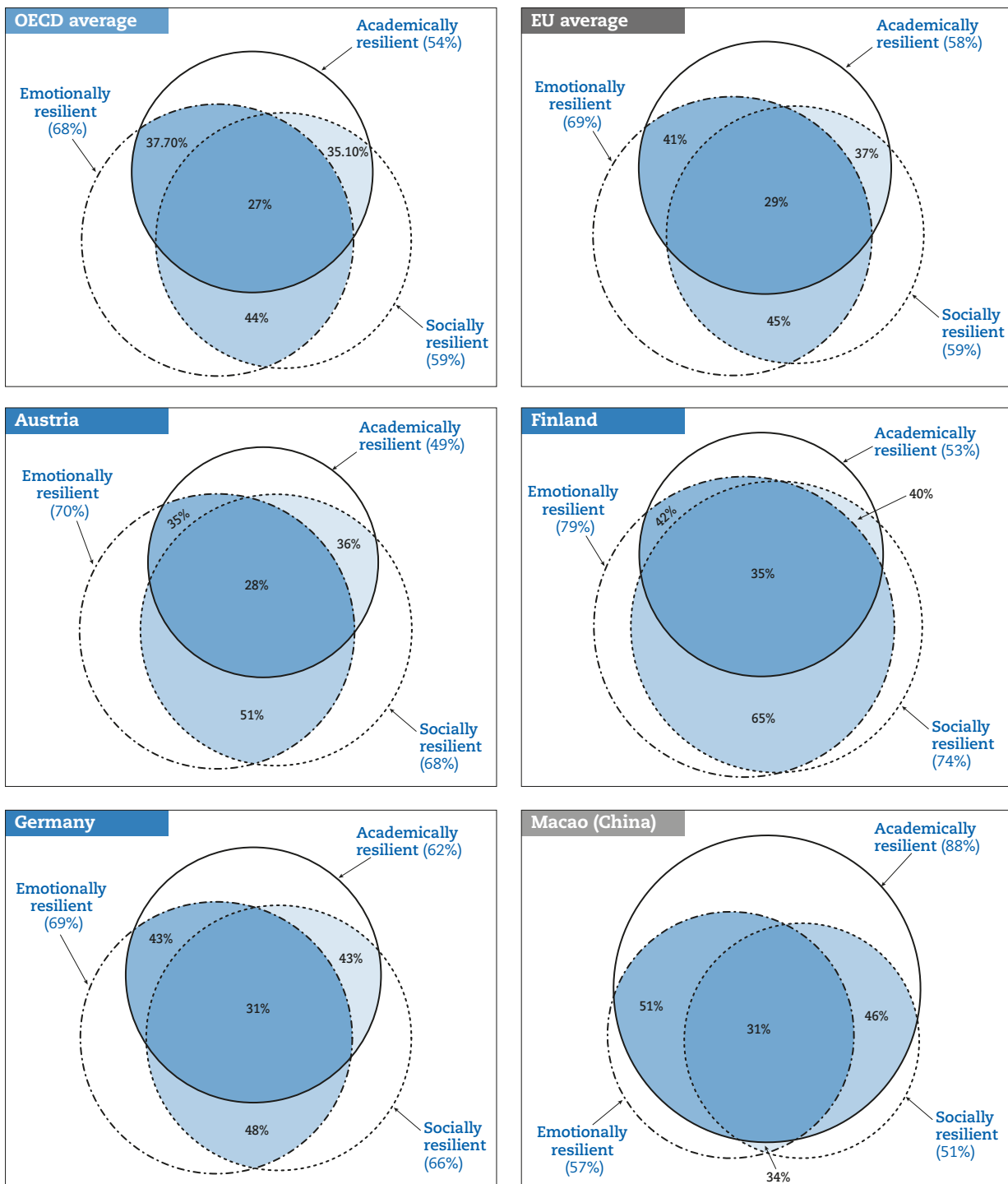
Resilience and country of origin/country of destination

The country immigrant students migrated from, and the country in which they settle, influence the likelihood that these students will be academically, socially and emotionally resilient. For example, first-generation immigrant students from Somalia who settled in Finland are about eight percentage points less likely than immigrant students from Iraq who also settled in Finland to be academically resilient, but they are equally likely be socially resilient. By contrast, first-generation immigrant students are over 45 percentage points less likely to be academically resilient and eight percentage points less likely to be socially resilient than first-generation immigrant students from the Russian Federation who settled in Finland.

Immigrant students with the same heritage but living in different host countries are not equally likely to be academically or socio-emotionally resilient, after accounting for socio-economic status. For example, first-generation South African immigrant students in Australia are almost 50 percentage points more likely to be academically resilient than those in New Zealand. First-generation immigrant students from the Russian Federation who settled in Latvia are over 45 percentage points more likely to be socially resilient than those who settled in the Czech Republic.

Students with an immigrant background are more likely than native students to work for pay or work in the household. The difference in likelihood to work for pay is a particularly strong mediating factor between immigrant background and academic performance in Brazil, Bulgaria, the Slovak Republic and Turkey. **On average across OECD countries with available data, immigrant students are 12 percentage points less likely than native students to have participated in pre-primary programmes (13 percentage points less likely across EU countries).** The difference is larger than 20 percentage points in the United Kingdom and Ireland.

Figure 1.3 [1/2] ■ **The overlap of immigrant students' resilience**
Percentage of students who are academically, socially and/or emotionally resilient

Notes: Academically resilient immigrant students are immigrant students who reach at least PISA proficiency level two in all three PISA core subjects – math, reading and science.
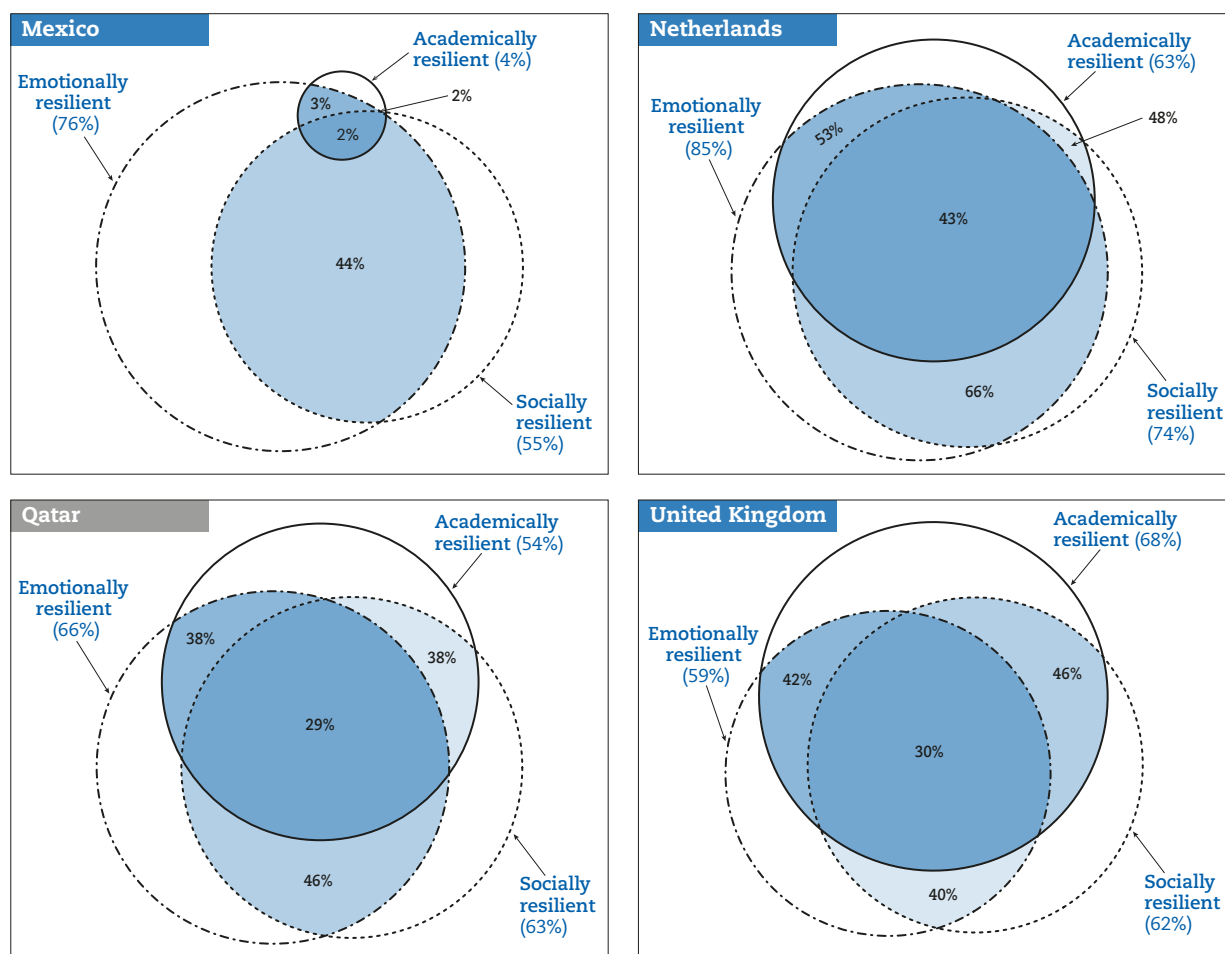
Socially resilient immigrant students are immigrant students who reported that they "agree" or "strongly agree" with the statement "I feel like I belong at school" and "disagree" or "strongly disagree" with the statement "I feel like an outsider at school".

Emotionally resilient immigrant students are immigrant students who reported a life satisfaction of 7 or above on a scale from 0 to 10.

Source: OECD, PISA 2015 Database, Table 1.3.

Figure 1.3 [2/2] ■ **The overlap of immigrant students' resilience**
Percentage of students who are academically, socially and/or emotionally resilient

Notes: Academically resilient immigrant students are immigrant students who reach at least PISA proficiency level two in all three PISA core subjects – math, reading and science.

Socially resilient immigrant students are immigrant students who reported that they "agree" or "strongly agree" with the statement "I feel like I belong at school" and "disagree" or "strongly disagree" with the statement "I feel like an outsider at school".

Emotionally resilient immigrant students are immigrant students who reported a life satisfaction of 7 or above on a scale from 0 to 10.

Source: OECD, PISA 2015 Database, Table 1.3.

Sources of disadvantage

Students with an immigrant background face multiple sources of disadvantage that affect their academic performance and their general well-being. A lack of fluency in the language spoken in the host country is one of these sources. Language barriers can also amplify the effects of other sources of disadvantage, such as having migrated after the age of 12, lack of parental support, studying in a disadvantaged school or attending a school with a poor disciplinary climate. For example, on average across OECD countries, immigrant students who do not speak the language of assessment at home are around eight percentage points less likely to be academically resilient than native-speaking immigrant students (nine percentage points less likely across EU countries). Immigrant students who are non-native speakers are five percentage points less likely than those who are native speakers to report a sense of belonging at school, on average across OECD countries (six percentage points less likely across EU countries). The greater the linguistic distance between the language spoken at home and the language of instruction, the less likely a student will attain baseline academic proficiency and report a sense of belonging at school.

On average and in most PISA countries, second-generation and first-generation immigrant students are socio-economically disadvantaged compared to native students. By contrast, returning foreign-born students and native students of mixed heritage are more advantaged than native students. Differences in socio-economic status explain about one-fifth of the gap between students with an immigrant background and native students in the likelihood of attaining baseline levels of academic proficiency, on average across OECD and EU countries. Ciudad Autónoma de Buenos Aires (Argentina) (hereafter "CABA [Argentina]"), Costa Rica, Croatia, France, Greece, Hong Kong (China), Luxembourg and the Netherlands, socio-economic status explains a considerable fraction of immigrant students' academic disadvantage, while in the United States, immigrant and native students with a similar socio-economic profile have equal chances of attaining baseline academic proficiency.

Socio-economic disadvantage is one of the factors that explain differences between students with an immigrant background and native students in well-being, but the link tends to be weaker than that with academic outcomes. For example, in Greece, differences in socio-economic status explain 45% of the gap in academic performance between immigrant and native students but only 13% of the gap in sense of belonging and 22% of the difference in schoolwork-related anxiety. In CABA (Argentina), France, Hong Kong (China) and the United States, disparities in socio-economic status between immigrant and native students account for almost the entirety of performance differences between the two groups. By contrast, in Bulgaria, Chile, Estonia, Latvia, Macao (China), Portugal and Tunisia, academic differences between immigrant and native students are not explained by disparities in the socio-economic status of these two groups.

In most countries and economies, socio-economic advantage is more strongly associated with better performance and social well-being among native students than among immigrant students. On average across OECD and EU countries, a one-point increase in the PISA index of economic, social and cultural status widens the gap between the percentages of immigrant students and native students who attain baseline academic proficiency by four percentage points; the gap in the percentage who reported a sense of belonging at school widens by two percentage points. While a rising tide lifts all boats, some boats are lifted higher than others.

Differences in the learning environment

On average across countries that distributed the PISA parent questionnaire, the parents of immigrant students are four percentage points more likely than native parents to choose a school based on the availability of financial aid (financial support given to families to cover education-related expenses) and three percentage points less likely to choose a school based on the school climate. School climate is found to have a strong influence on the performance of immigrant students. On average across OECD and EU countries, in schools with a higher concentration of immigrant students, the academic performance, and social and emotional well-being of students tends to be lower. However, in almost every country, and on average across OECD and EU countries, once the schools' socio-economic profile is accounted for, these differences disappear.

The disciplinary climate at school tends to be worse and truancy more prevalent in the schools attended by the average immigrant students. These differences are related to disparities between immigrant students and native students in academic performance and well-being. Immigrant students are more likely than native students to be victims of bullying and perceived unfair treatment by teachers, which contribute to differences between native and immigrant students in academic performance and well-being. On average across OECD countries, immigrant students are four percentage points more likely to have repeated a grade (six percentage points more likely across EU countries) and four percentage points less likely to be enrolled in a vocational programme (five percentage points less likely across EU countries) than native students with similar PISA scores and a similar socio-economic background.

Expectations for the future

On average across OECD countries, immigrant students are eight percentage points more likely than native students of similar socio-economic status and academic performance to expect to complete tertiary education (seven percentage points across EU countries). However, immigrant students are less likely than native students to hold ambitious but realistic expectations for future education.

On average across OECD countries, the percentage of students who expect to complete tertiary education and who also attain baseline academic proficiency is four percentage points lower among immigrant students than among native students (five percentage points lower across EU countries). In Mexico, for every immigrant student who holds ambitious and realistic expectations for further education there are 10 native students with similar expectations; in Beijing-Shanghai-Jiangsu-Guangdong (China), Brazil, Bulgaria, Iceland and Tunisia, the ratio is also greater than one to two.

On average across OECD countries, immigrant students are 11 percentage points more likely than native students of similar socio-economic status and academic performance to expect to have a high-status career, such as manager, professional or associate professional (nine percentage points more likely across EU countries). However, they are nine percentage points less likely to expect so and also attain baseline academic proficiency (11 percentage points less likely across EU countries). In Mexico, for every immigrant student who holds ambitious and realistic career expectations, there are approximately nine native students with similar expectations; in Brazil, Bulgaria, CABA (Argentina), the Former Yugoslav Republic of Macedonia and Tunisia, the ratio is also greater than one to two.

What can education policy do to help immigrant students become more resilient?

By defining resilience using multiple indicators reflecting the overall well-being of students, which includes academic, social, emotional and motivational well-being, the report identifies a clear role for education systems in promoting the full development of children with an immigrant background. The report recognises the different set of vulnerabilities that accompany direct and indirect displacement (being foreign-born or having foreign-born parents) and the fact that they may pertain to the psychological sphere (such as having to negotiate between multiple identities as in the case of native-born students of mixed heritage). While education systems clearly can and should play a role in promoting the well-being of students with an immigrant background, their role should be seen in light of a broad and coordinated effort encompassing the education, health, social and welfare systems and potentially involving partnerships between schools, hospitals, universities and community organisations.

In order to adequately address the risks associated with having an immigrant background and supporting the resilience of students with such background, teachers and educators need to know the background and circumstances of their students, develop the tact that is necessary to discuss their background and be aware of the broad set of mechanisms through which different experiences of migration can affect academic performance, social integration, emotional and psychological well-being. Teachers and educators should provide students with an immigrant background with the support they need to be able to achieve their potential, but use care so as to avoid stigmatising such students because of their background if and when targeted initiatives are implemented.

Language barriers and a relatively disadvantaged socio-economic status are key risk factors that greatly increase the vulnerability of students with an immigrant background, in particular of first-generation immigrant students who settle in a new country at or after the age of 12. Teachers are key to help students with an immigrant background adjust in their classrooms and society more generally and teachers in many education systems appear keen to provide additional input to students with an immigrant background. However, many students with an immigrant background report feeling that they are unfairly treated by their teachers, suggesting that teachers may not know how to effectively support their students. Many teachers recognise this, so much so that in many education systems teachers report feeling a need to develop their ability to deal with multicultural classrooms. Just as countries invest in developing language programmes and initiatives aimed at supporting socio-economically disadvantaged students, so they should invest in widening the availability of programmes designed to help teachers teach in diverse classrooms and upgrade the quality of existing training modules.

Notes

1. Foreign-born students with one foreign-born parent living in single-parent households are also considered first-generation immigrant students.

2. Native-born students with one foreign-born parent living in single-parent households are also considered second-generation immigrant students.

3. Foreign-born students with one native-born parent living in single-parent households are also considered returning foreign-born students.

4. Students who do not attain baseline academic proficiency are students who failed to attain at least proficiency Level 2 in all three core PISA subjects: science, reading and mathematics.

5. A student who reported a weak sense of belonging at school is a student who reported that he or she "disagrees" or "strongly disagrees" with the statement "I feel like I belong at school" and "agrees" or "strongly agrees" with the statement "I feel like an outsider at school".

6. A student who reported low satisfaction with life is a student who reported a life satisfaction of 6 or less on a 0-10 scale.

7. A student who reported high schoolwork-related anxiety is a student who reported that he or she "agrees" or "strongly agrees" with the statements "I often worry that it will be difficult for me taking a test" and "Even if I am well prepared for a test, I feel very anxious".

8. A student who reported poor motivation to achieve is a student who reported that he or she "disagrees" or "strongly disagrees" with the statement "I want to be the best, whatever I do".

References

European Commission (2017), Education and Training Monitor 2017, Publications Office of the European Union, Luxembourg, https://ec.europa.eu/education/sites/education/files/monitor2017_en.pdf.

OECD (2016), *PISA 2015 Results (Volume I): Excellence and Equity in Education,* PISA, OECD Publishing, Paris, http://dx.doi.org/10.1787/9789264266490-en.
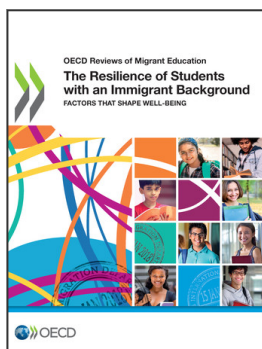
From:

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

Access the complete publication at:
https://doi.org/10.1787/9789264292093-en