


Successful inclusion of second-generation migrants → educational outcomes

Demography Forum
Brussels, 6 May 2013

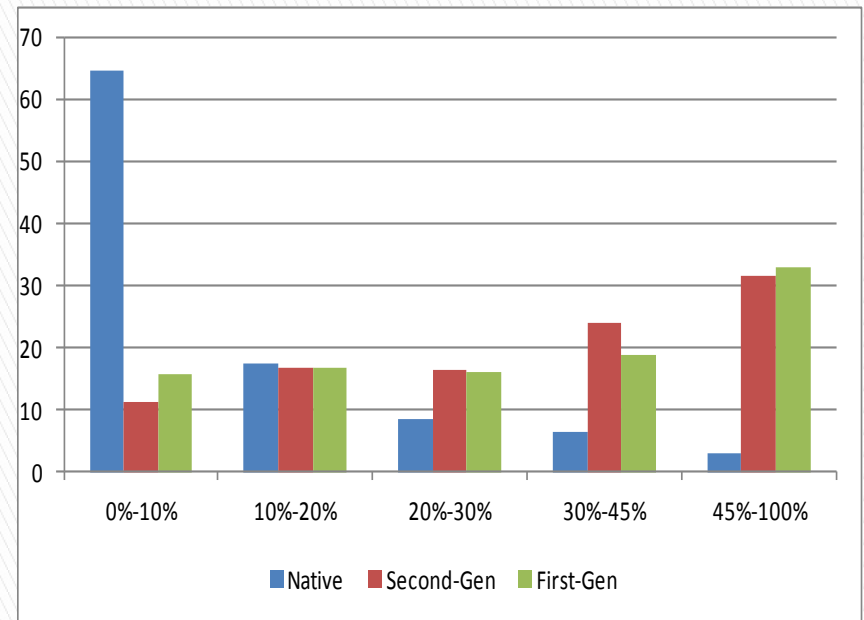
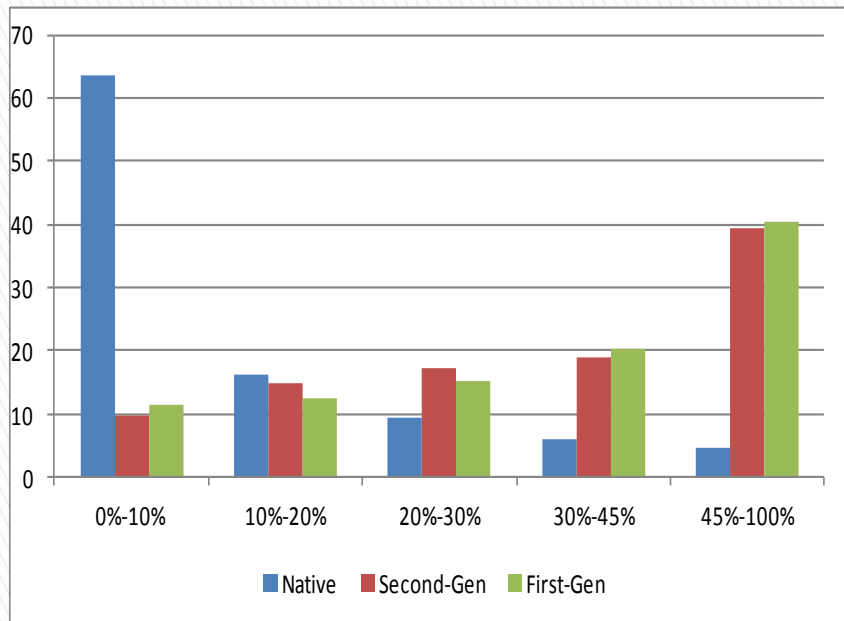
Georges Lemaître

- ▶ Someone once said that the benchmark for immigrant integration is not so much the outcomes of immigrants themselves but rather those of their children, and in particular those born and educated in the country.
 - ▶ We look here at educational outcomes
 - Where we would expect equality to more clearly manifest itself, especially at younger ages.
 - In conjunction with a commonly observed phenomenon, the concentration of immigrants in certain neighbourhoods (and schools).
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There is as much concentration of the children of immigrants in schools in the settlement countries as in Europe.

Australia, Canada, New Zealand

Austria, Belgium, Denmark, France, Germany, Luxembourg, Netherlands, Sweden



The distribution of pupils in schools with different concentrations of children of immigrants (from PISA 2006).

Is immigrant concentration in schools related to immigrant outcomes?
 In Europe, yes. But note that there is no negative effect at low concentrations.

Austria, Belgium, Denmark,
 France, Germany,
 Luxembourg, Netherlands,
 Sweden

Conc.	First generation	Second generation	Native
0-10%	Ref.	Ref.	Ref.
10-20%	2	-14	11***
20-30%	18*	3	21***
30-45%	9	6	26***
>45%	-5	-9	18***

	First generation	Second generation	Native
0-10%	Ref.	Ref.	Ref.
10-20%	-1	-6	-3
20-30%	-28***	-31***	-18***
30-45%	-45***	-52***	-35***
>45%	-52***	-68***	-67***

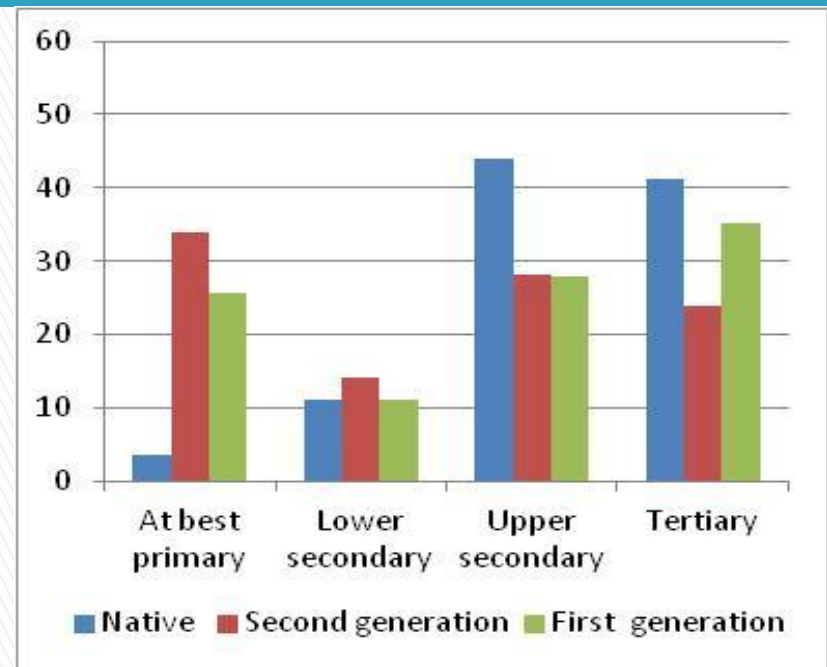
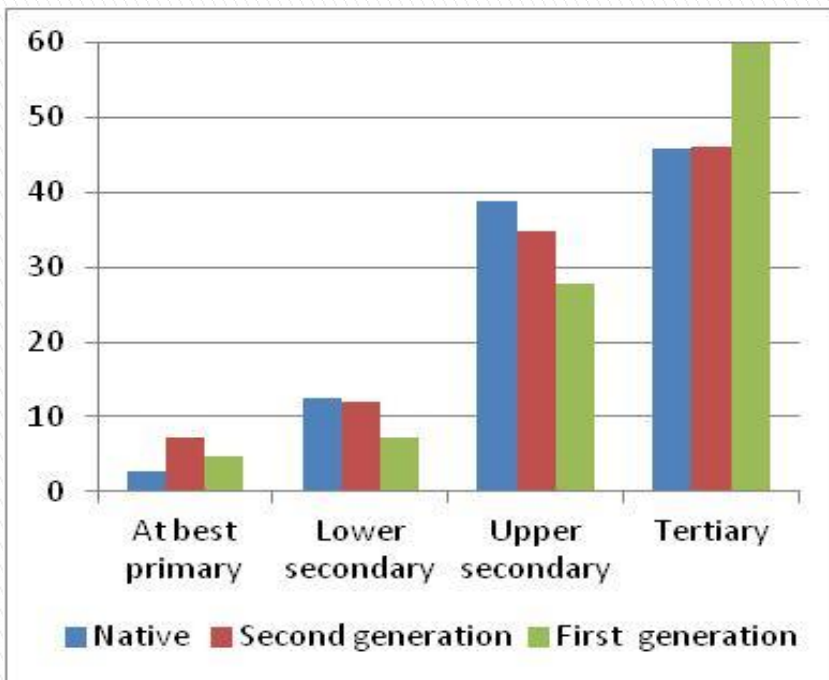
Pisa scores by immigrant concentration, 2006.

* $p < 0.10$ *** $p < 0.01$ No asterisk: not significant

Why? The educational attainment of the mothers of immigrant children is much lower than that of the mothers of non-immigrant children in Europe, but not in the settlement countries.

Australia, Canada, New Zealand

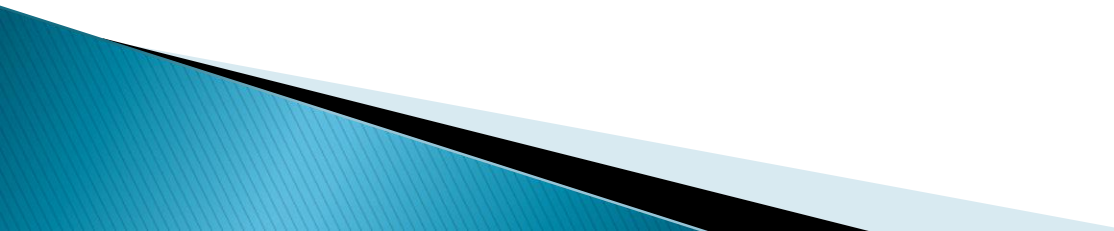
Austria, Belgium, Denmark, France, Germany, Luxembourg, Netherlands, Sweden



Source : PISA 2006, 15 year olds.

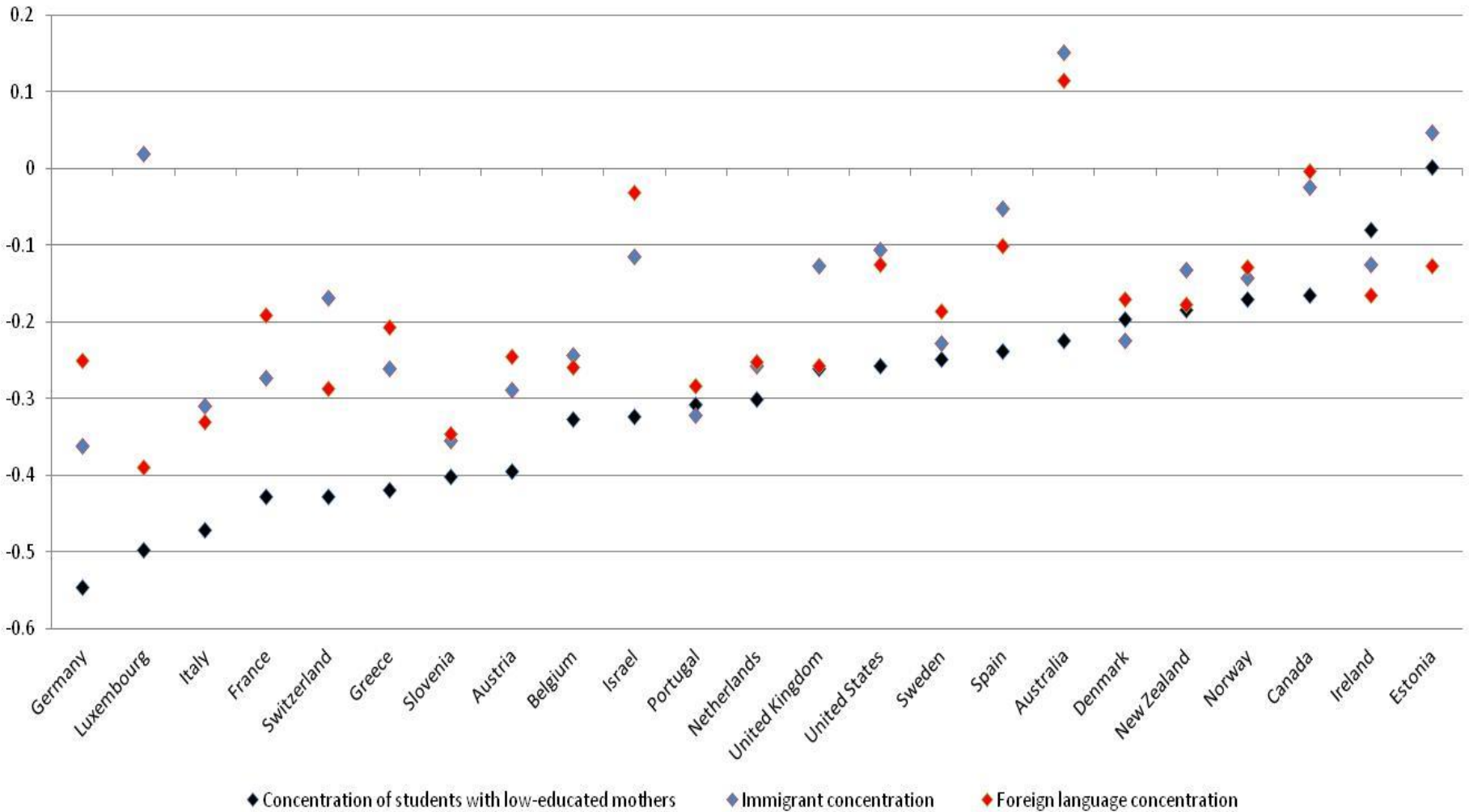
- ▶ Question: What is the impact of the concentration of educational disadvantage compared to the impact of parental education?

Three measures of concentration

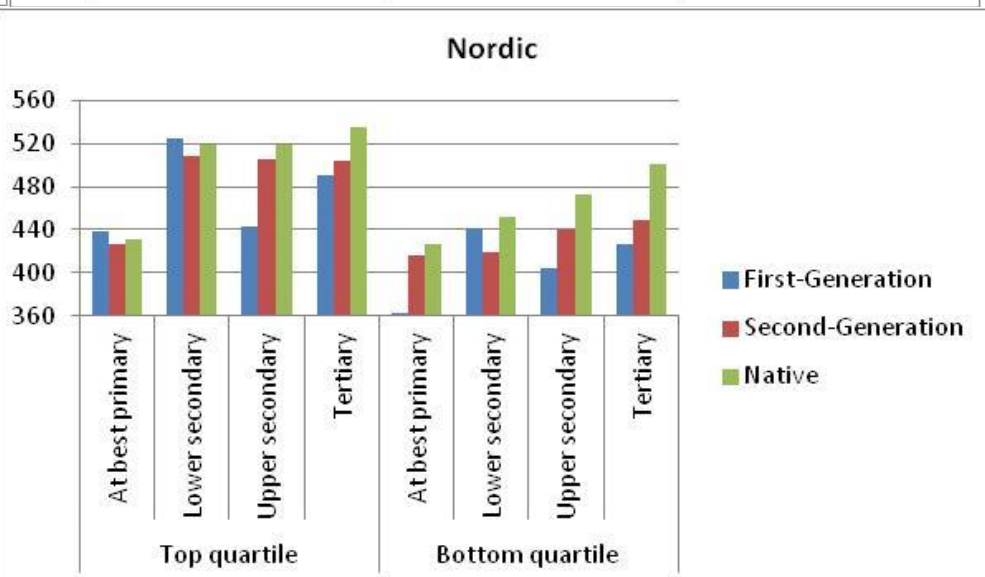
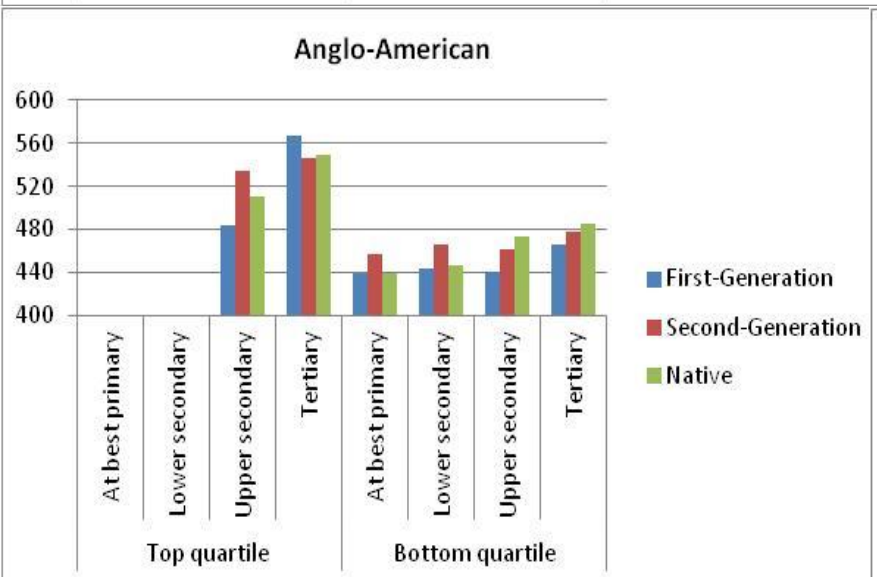
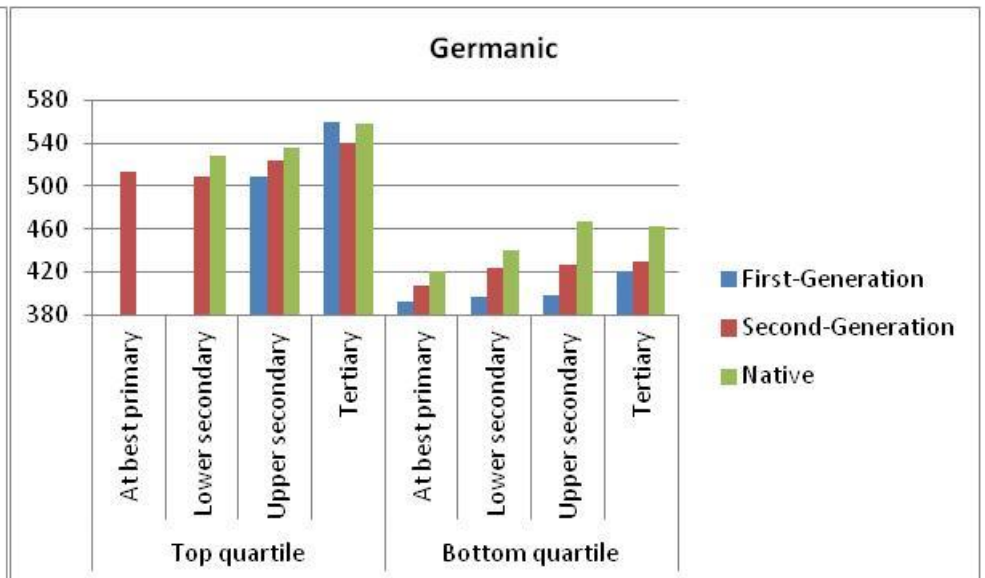
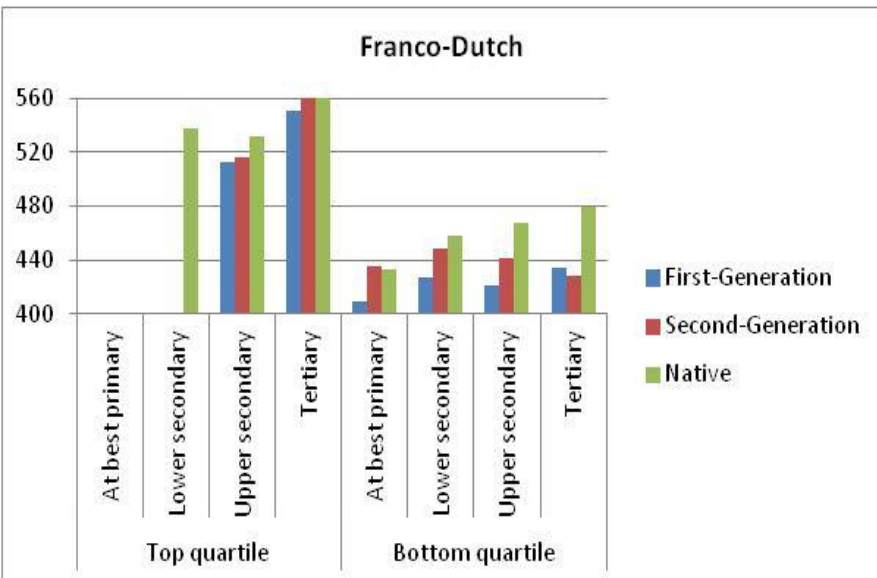
- ▶ Percentage of children of immigrants in school
 - ▶ Percentage of children of immigrants in the school speaking mostly another language at home
 - ▶ Percentage of children in the school with mothers having at best less than upper secondary education
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The concentration of disadvantage is more highly correlated with the outcomes of the children of immigrants than is the concentration of immigrants.

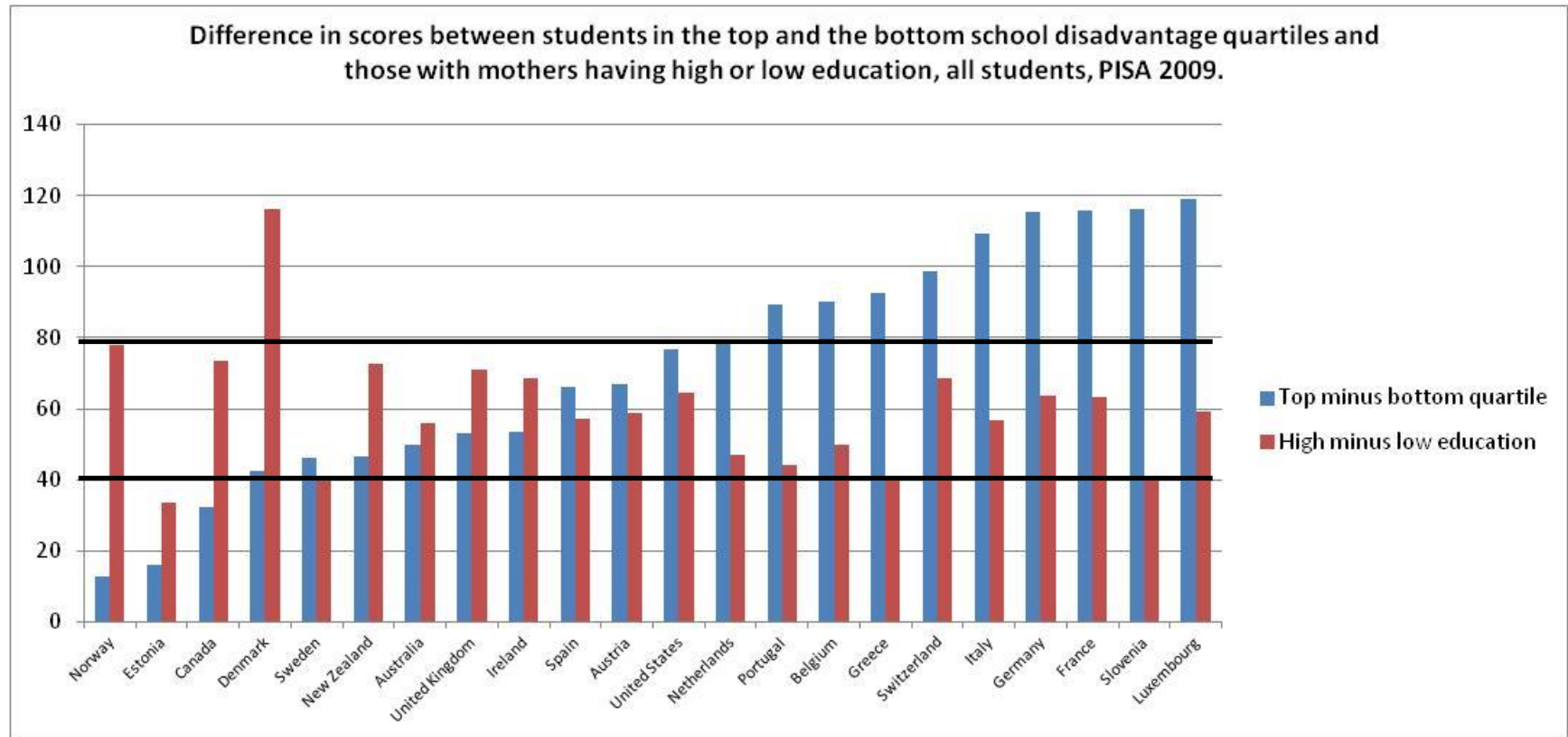
Correlations between reading outcomes of children of immigrants and various measures of student concentration in schools, PISA 2009.



School disadvantage trumps parental advantage every time!




Countries differ more with respect to effects of differences in school disadvantage than they do with respect to the effects of differences in parental education.



Note that these refer to the entire population of students, not just students who are children of immigrants.

A question and a few observations

- ▶ Are large differences on the concentration measure due to more concentration of disadvantage or to the fact that the effect of concentration is greater?
 - ▶ Countries with small differences on concentration measure are ... Nordic and Anglo-Saxon countries.
 - ▶ But score differences between children of immigrants and children of native-born in Nordic countries are not especially favourable, so concentration is not everything.
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How can policy address this?

- ▶ Reduce the extent of social segregation → housing policy, school vouchers, busing, but need to be implemented for early schooling, not at age 15.
- ▶ Reduce the impact of social segregation → invest more in disadvantaged schools
 - Smaller classes
 - Premia for better teachers
 - Better facilities / infrastructure
- ▶ But what works is not always politically feasible.

▶ Thank you for your attention.

