



ASSESSING THE EDUCATIONAL INCLUSION OF STUDENTS WITH A MIGRANT BACKGROUND: ITALY AND SPAIN

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The research puzzle to address

- This article aims to determine how cultural diversity is problematised in the school context and how differences are evaluated at school.
- A look at the capabilities and the limitations of standardised tests to assess school contexts that include students with a migrant background.

The research puzzle to address

- Focus on the certification and methods of evaluating the educational background of first- and/or second-generation migrant minors.
- From a comparative perspective, it looks at two education systems, the Italian and the Spanish.

The research puzzle to address

- In Italy, the results of the *Invalsi* tests of pupils with non-Italian citizenship are compared with those of their native peers.
- In the Spanish case study, we took two types of evaluations: one organised at the national level by the Evaluation Institute (*Instituto Nacional de Evaluación Educativa - INEE*) and other at the regional level.

Theoretical contribution

- The 2030 Agenda for Sustainable Development goal:
 - A. The reduction of inequality and poverty goal.
 - B. Through education.
 - C. Evaluation.

Main Argument

- Educational poverties of minors with a migration background:
 1. Integration - 2. Exclusion
 3. Citizenship - 4. Deviance

About the school inclusion of young people with a migrant background

- Demographic decline.
- Dimensions of the phenomenon.
- Geographical dimension (Italy and Spain).
- Barriers to integration.
- Risk of school dropout.

The Empirical Design of the Study

- In **Italy**, the results of the *Invalsi* tests of pupils with non-Italian citizenship are compared with those of their native peers:
 - A. The differences between 1st and 2nd generation natives and foreigners will be examined in the standardised tests of Italian and Mathematics (G8) in the historical series from 2012/13 to 2021/22 school year.

The Empirical Design of the Study

- B. The effects of COVID-19 on the school inclusion of a particular student target from those due to structural limits of the Italian school system.

- C. Through the national INVALSI surveys, an essential component of the national assessment system.

The Empirical Design of the Study

- In **Spain**. Two types of evaluations: one organised at the national level by the Evaluation Institute *Instituto Nacional de Evaluación Educativa - INEE*
 1. By Autonomous Community (territorial level, tree years)
 2. By national agency (territorial level, every year)

The Empirical Design of the Study

- General system evaluation and diagnostic evaluation.
- The methodology has been based on analysing the rules of the primarily Spanish Educational Laws from 2012 to post-pandemic time + participant observation.

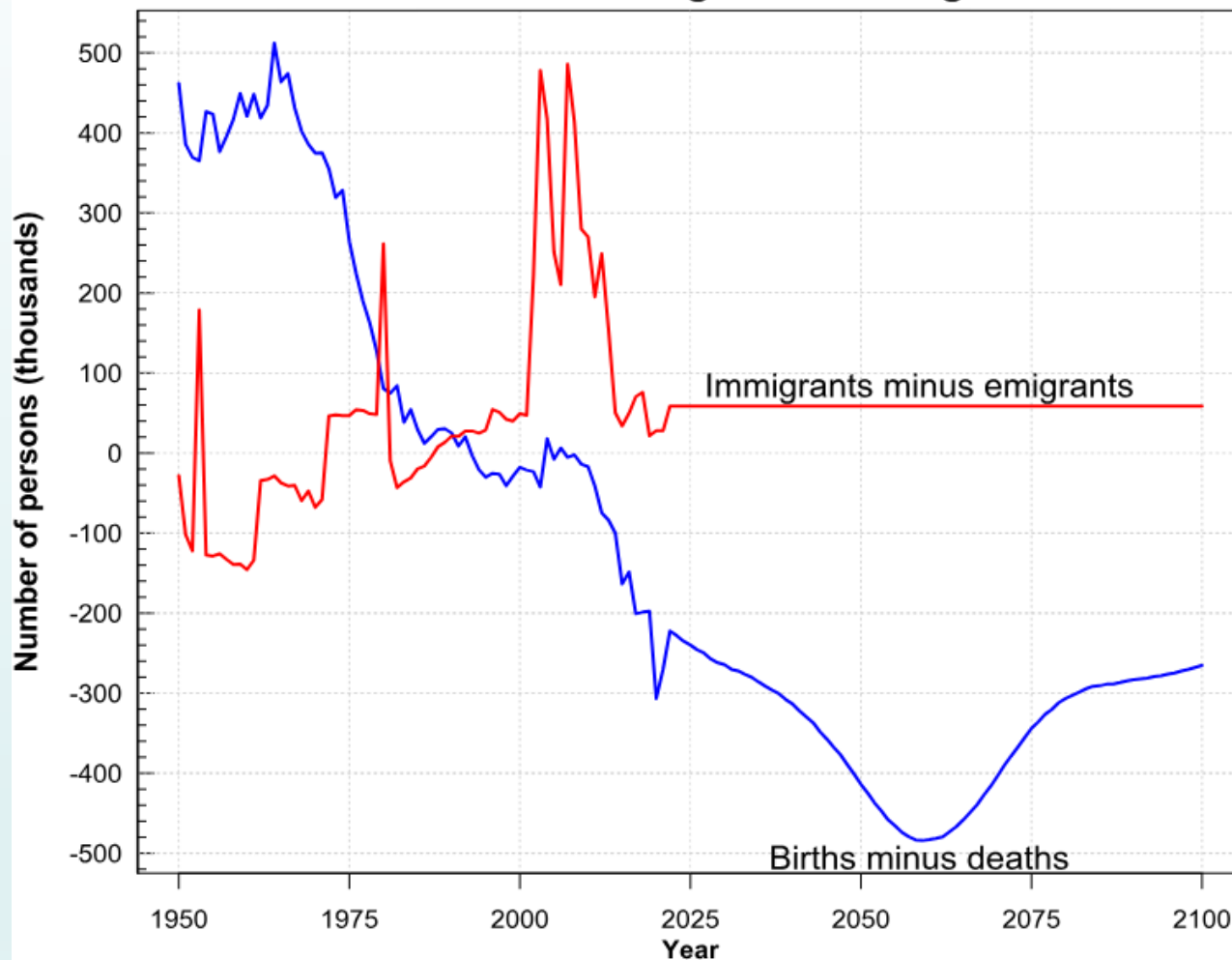
The Empirical Design of the Study

- To make a comparative analysis, the following aspects are analysed:
 1. Treatment of the evaluation;
 2. Evaluation characteristics;
 3. Promotion and qualification;
 4. Other significant differences,
 5. Conclusions and food for thought.

Findings - ITALY

- About half (49.3%) of the foreign pupils come from four countries:
 1. Romania (17.4%), Albania (13.4%), Morocco (12.8%) and China (5.7%);
 2. Then India (3.6%), Egypt (3.9%), Moldova (2.9%) and the Philippines (2.7%).

Annual natural change and net migration



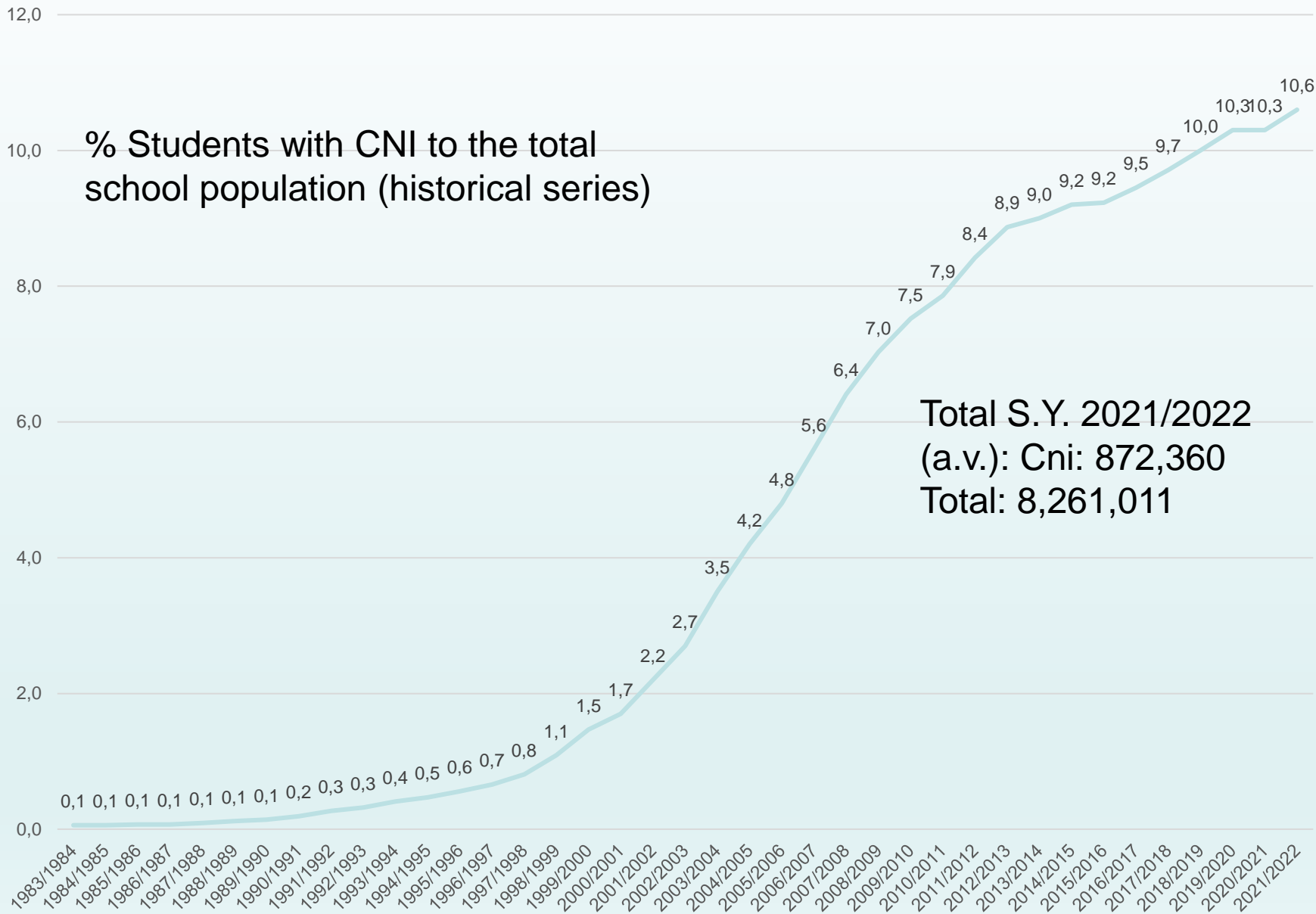
Source: <https://population.un.org/wpp/Graphs/DemographicProfiles/Line/380>

Findings - ITALY

- In s.y. In 2021/2022, students with non-Italian citizenship (CNI) amounted to 872,360, about 10.6% of the total school population (Idos 2023).
- In 2022, 9.7% of the total student population is a victim of 'implicit' early school leaving (Invalsi 2022).
- In Italy, in 2020, the ELET (*Early Leavers from Education and Training*) share was 13.1%, or over 500,000 (Inapp 2023).

Findings - ITALY

- The drop-out rate of CNI students is 35,4%.
- The drop-out rate of Italian students is 11%.
- First-generation CNI students have an Italian language barrier to grade 8 (24 points lower than average).
- Second-generation CNI students have an Italian score of 14 points lower than average (grade 8).



Source: Inapp processing on Istat, MIM and Idos data

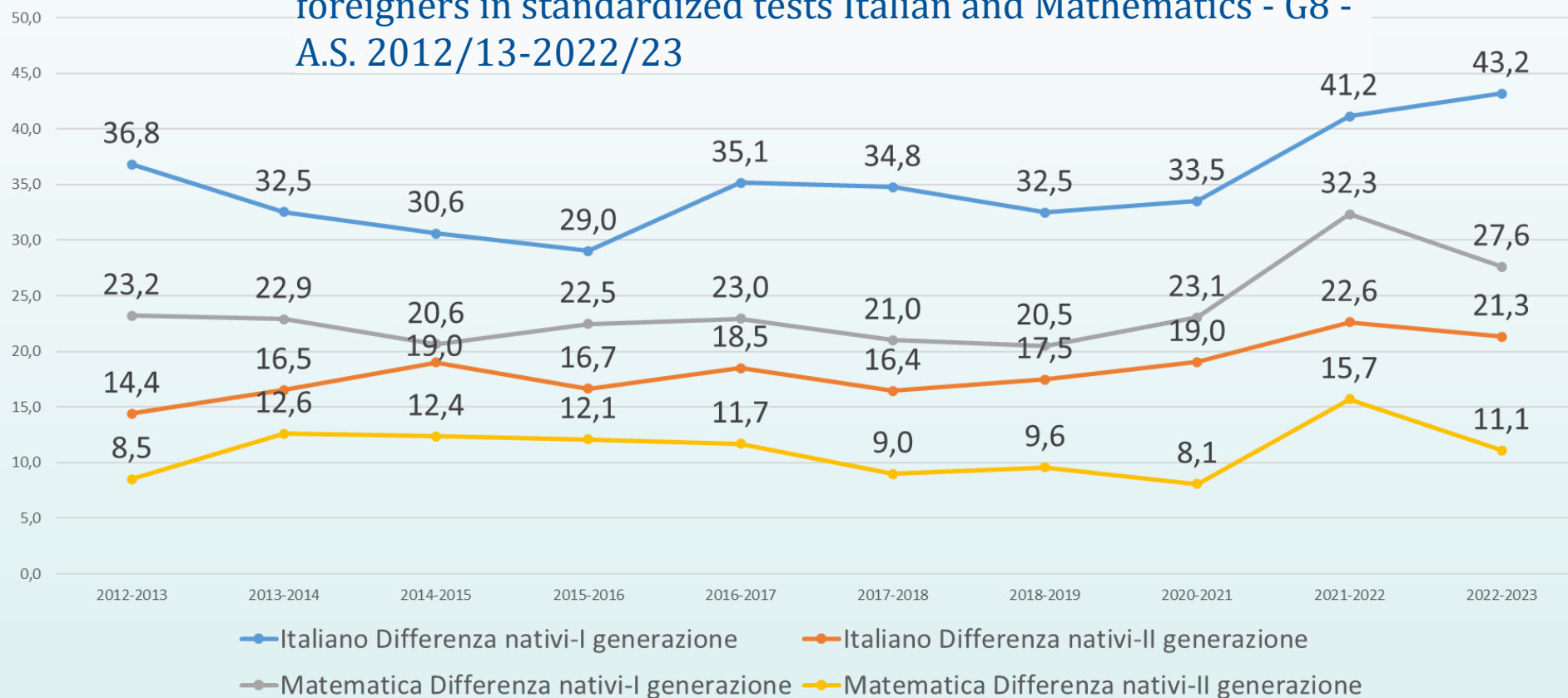
Findings - ITALY

- The *Matthew effect* (Stanovich 2000) - difficulties in learning the language of the host country
- Effects on learning mathematics (understanding)
- *Digital divide effects*: the pandemic has only exacerbated already existing gaps
- English language learning balance

Findings: Italy

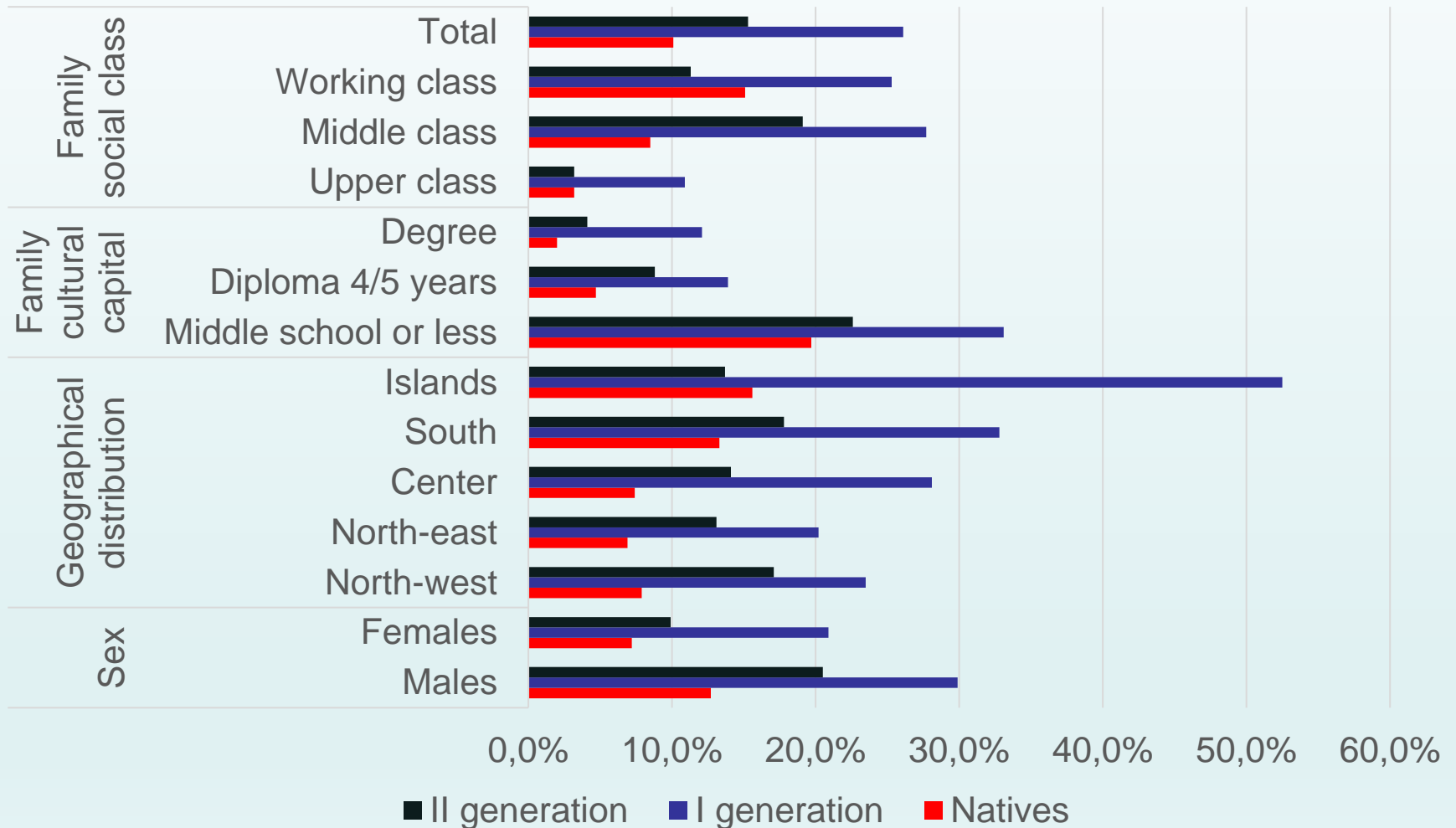
- Barriers to integration: Differences between first- and second-generation natives and foreigners in standardised tests Italian and Mathematics - G8 - S.Y. 2012/13-2022/23 (graph. 3).
- Risk of school dropout: ELET (*Early Leavers from Education and Training*) rate for descriptive variables of the population aged 18-24 years resident in Italy (graph.4).

Differences between natives and first- and second-generation foreigners in standardized tests Italian and Mathematics - G8 - A.S. 2012/13-2022/23



Source: Inapp processing on Invalsi sample data

ELET rate population aged 18-24 in Italy (Istat – RCFL 2020 data)



Source: Inapp, 2023.

Findings: Spain

- In the 2021/22 academic year, 882,814 students foreign born were in the Spanish system;
- 11% of the total student body;
- Around 15% of the total number of foreign residents.

Findings: Spain

- 30% from Africa (Morocco 70%).
- 21% from Central and South America.
(Colombia, Ecuador, Bolivia and Dominican Republic).
- 10% from Asia (China).
- For all triple stressors: acculturation, resettlement and isolation/rejection

Findings: Spain

Dualism between public and private schools:

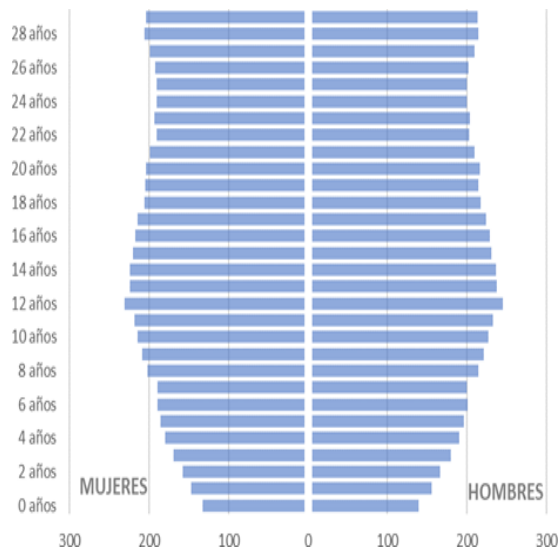
1. in the 2020/21 academic year 78% of foreign students enrolled in public schools;
2. vs. 66% of Spanish students;
3. First generation perform worse academically than native students;
4. Second generations also perform worse than natives, although with smaller differences.

Findings: Spain

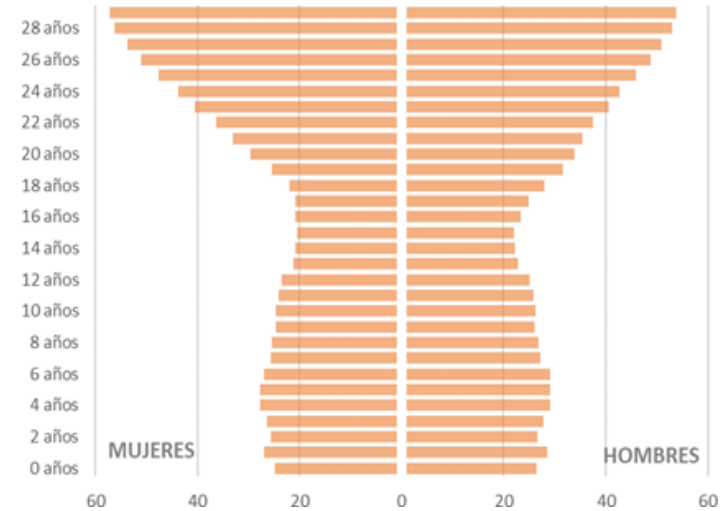
1. The most significant delay, in both cases, is in mathematical competence;
2. In contrast, the Spanish language generates learning delays of about one-third, 35%;
3. The repetition rate for foreign students (50%) is more than twice as high as for native students (22%), and for native students with immigrant parents almost twice as high (42%).
4. The level of English is high

Distribution of the school-age population by nationality and age (Figures as of 1 July 2021 by nationality)

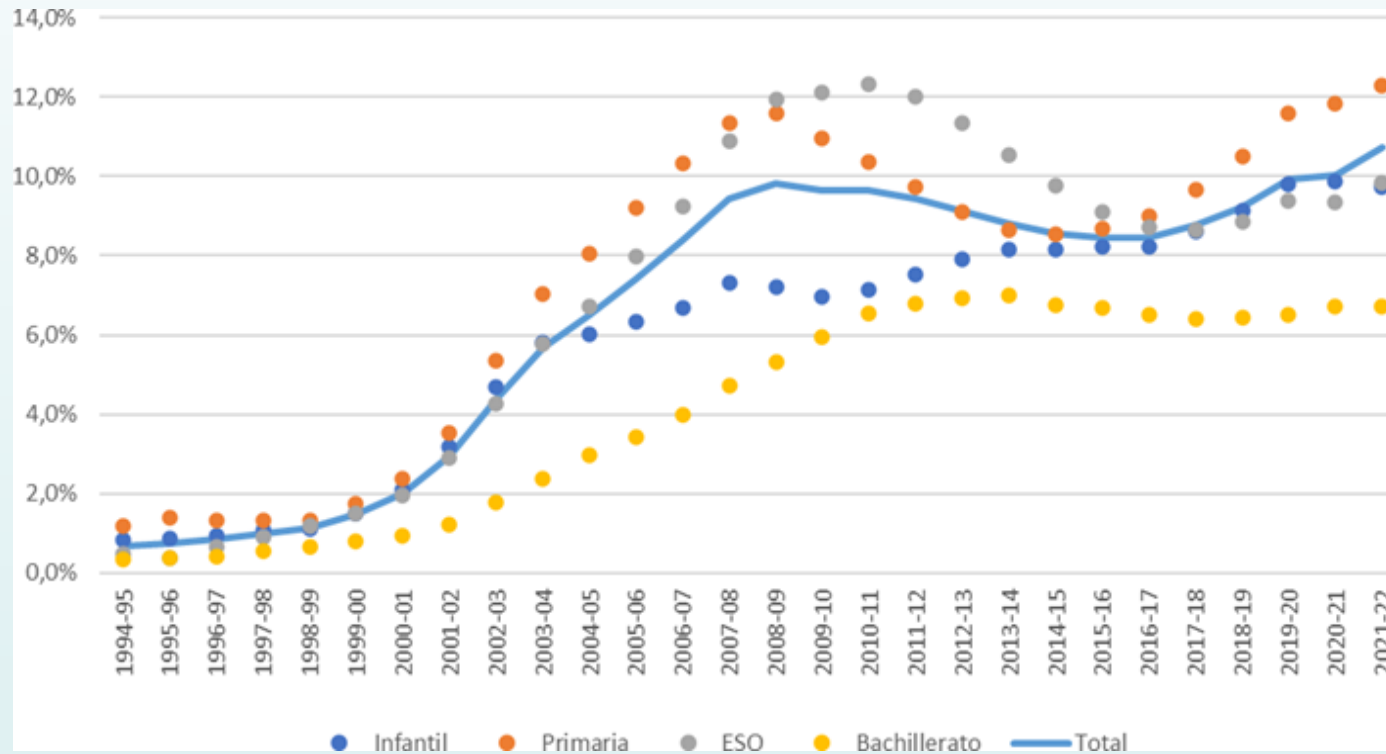
Spanish nationality



Foreign nationality



Evolution of the proportion of foreign students, out of the total number of students, in each stage of education



Findings: Spain

Indicators of educational integration:

Before entering the education system:

- Integration I: access to education and training;
- Integration II: public-private school segregation;

During the stay in the education system:

- Integration III: school performance and school dropout;
- Integration IV: school environment, sense of belonging and suffering from bullying;

After leaving:

- Integration V: educational attainment of the young population.

Implications for further research

Education is only one aspect of the complexity of migration-related issues

- Individuals and collectives, national and territorial systems
- The effects of the acquisition of citizenship on educational outcomes
- Inclusion as a lifelong and life-wide process
- Unique opportunity for global citizenship education

**The research question is:
can the modernisation of teaching methodologically and
infrastructurally overcome the inequality gap?**

- The hypothesis is based on the current school structure incapable of reducing the inequalities between the native component and the component with a migrant background of the student population.
- Sub hypothesis: These inequalities, even exacerbated with the pandemic, were already present before COVID-19.

Thanks for your attention

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