

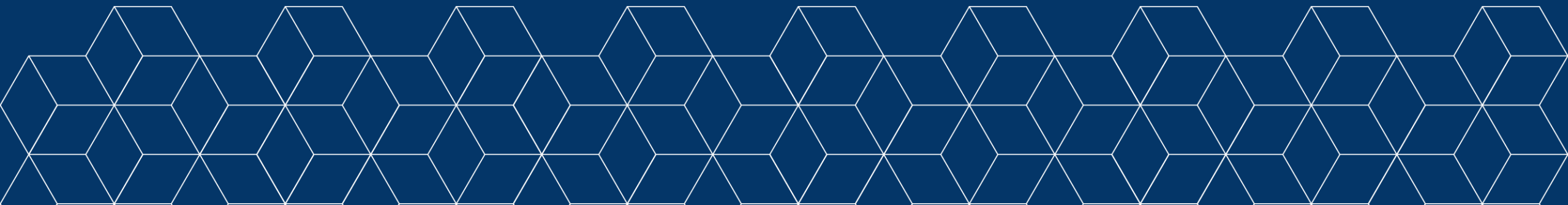


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**THE COMPLEXITY OF THE SCHOLASTIC INCLUSION OF STUDENTS WITH A MIGRATORY BACKGROUND
A COMPARISON BETWEEN ITALY AND SPAIN**

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INTRODUCTION

1. Transformation in school populations across Southern Europe.
2. Comparative and critical examination of educational inclusion for migrant-background students in Italy and Spain.
3. Two lines of the analysis:
 - 3.1 Empirical: INVALSI and INEE data.
 - 3.2 Conceptual: Matthew effect, inclusion and educational disadvantages.
4. The 2030 Agenda for Sustainable Development—Goal 4 (quality education) and Goal 10 (reduced inequalities).



The research puzzle to address

- This research 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

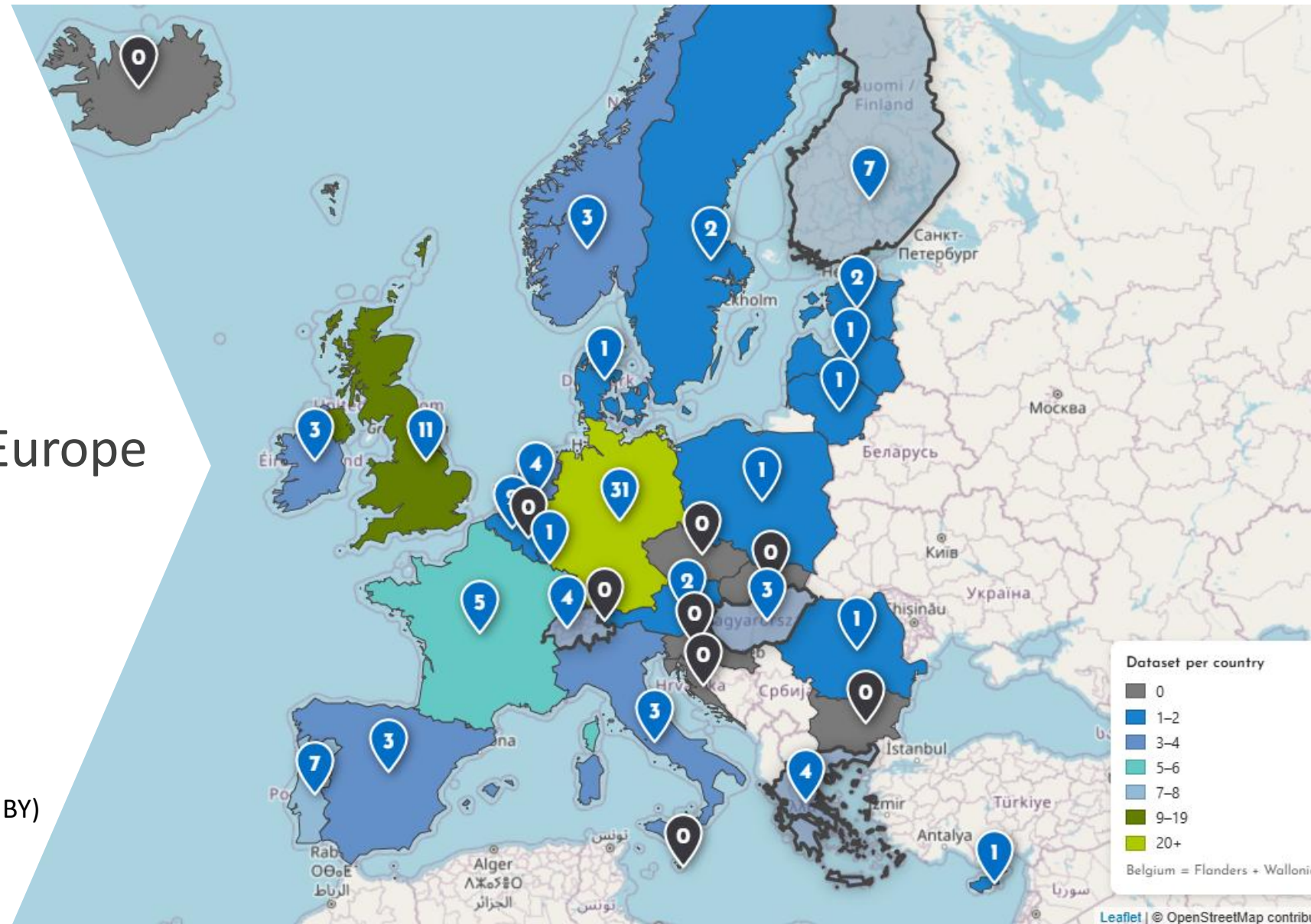
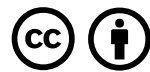
- Focus on the certification and methods of evaluating the educational background of first- and/or second-generation migrant minors.
- From a comparative perspective, it looks at two education systems, the Italian and the Spanish.

LINEUP EDUCATION DATA EXPLORER

An Open-Source Map to
Longitudinal Datasets in Europe

Source: Lineup,
<https://www.lineup-project.eu/map/>

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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.



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.



COMPARISON DIMENSION



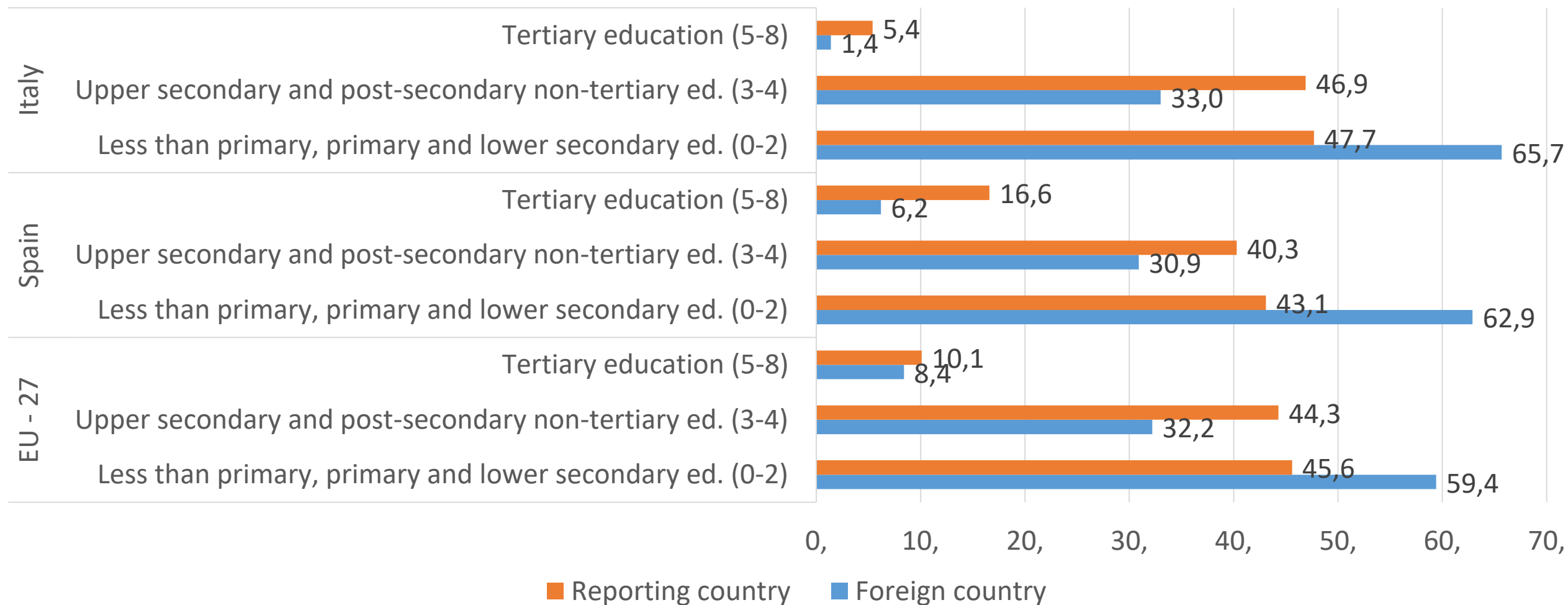
INAP
INSTRUMENTAL
NATIONAL
ANALYSIS
PROJECT

**Italy: ANS Open (administrative data) - INVALSI (hybrid data)
– ANS (administrative microdata).**

**SPAIN: ISEI-IVE (administrative data) – RALC
(administrative data) – ACCUEE (hybrid data)**

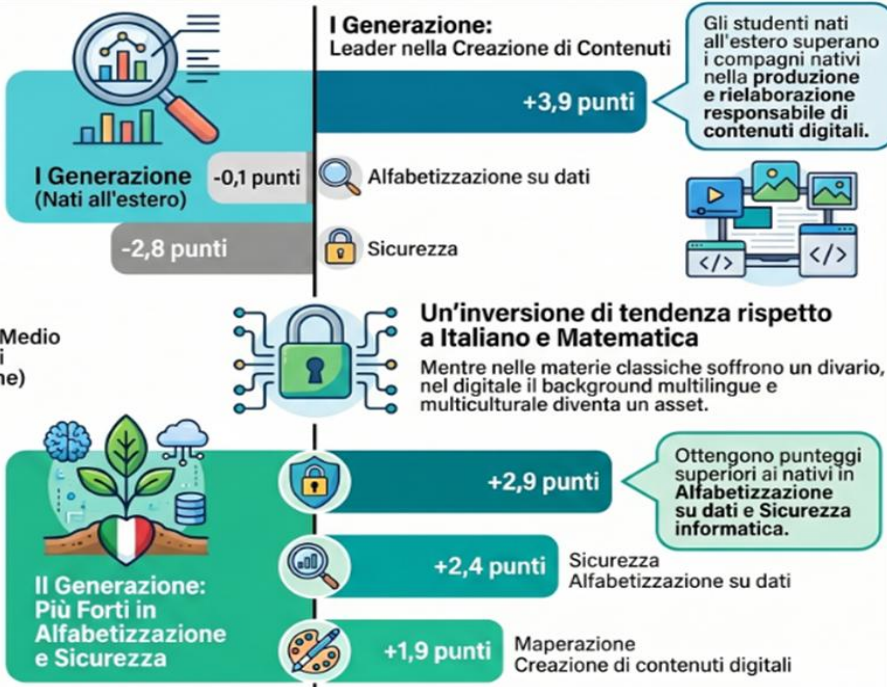
Comparison dimension	Spain ISEI-IVE	Spain RALC	Spain ACCUEE	Italy ANS OPEN	Italy INVALSI	Italy ANS Microdata
Type of longitudinal data	Administrative data	Administrative data	Hybrid data	Administrative data	Hybrid data	Administrative data
Purpose of data collection	School system monitoring/evaluation; educational institutions monitoring/evaluation	School system monitoring/evaluation; low-stake and high-stake individual assessment	School system monitoring/evaluation	School system monitoring/evaluation; educational institutions monitoring/evaluation	Academic research; school system monitoring/evaluation; educational institutions monitoring/evaluation; low-stake individual assessment	School system monitoring/evaluation
Frequency and coverage years	Every other year 2009 to ongoing	Yearly or more than once per year 2013 to ongoing	Yearly or more than once per year 2016 to ongoing	Yearly or more than once per year 2014 to ongoing	Yearly or more than once per year 2011 to ongoing	Yearly or more than once per year 2005 to ongoing
Sample level	Limited to Basque Country	Limited to Catalonia	Limited to Canary Islands	National	National	National
Included grades	Grades 3, 4, 6, 8, 10	Grades 1 to 12	Grades 3, 4, 6, 8, 10	Grades 1 to 13	Selected grades: 2, 5, 8, 10, 13	Grades 1 to 13
Skills analysed	Literacy; numeracy; science; foreign language; learning to learn and to think	Literacy; numeracy; science; foreign language; GPA	Literacy; numeracy; science; foreign language; social and civic competences	Literacy; numeracy; foreign language	Literacy; numeracy; foreign language	Literacy; numeracy; foreign language
Measure types	Continuous score; proficiency levels	Continuous score	Continuous score	Continuous score; proficiency levels	Continuous score; proficiency levels	Continuous score; proficiency levels
Sample type and units	Students' population Units: pupils	Students' population Units: pupils	Random students' sample Units: schools and pupils	Students' population Units: pupils	Students' population Units: schools, classes and pupils	Students' population Units: schools and pupils
Birth country and/or citizenship	Not clear	Student citizenship; Student foreign birth country; Student specific birth country.	Not clear	Student citizenship; Student foreign birth country; Student specific birth country.	Student citizenship; Student foreign birth country.	Student citizenship; Student foreign birth country; Student specific birth country.
Website	https://isei-ivei.euskadi.eus/es/evaluaciones-diagnosticas	https://educacio.gencat.cat/ca/departament/estadistiques/acces-informacio-estadistica-dades/	https://www3.gobiernodecanarias.org/educacion/accuee/nouniversitario/evadiag	https://dati.istruzione.it/open-data/opendata/	https://serviziostatistico.invalsi.it/en/	https://www.mim.gov.it/-/anagrafe-nazionale-degli-studen-3

Population from 15 to 24 years by educational attainment level (ISCED) and citizenship in Italy, Spain and European Union (27 countries), %, 2025

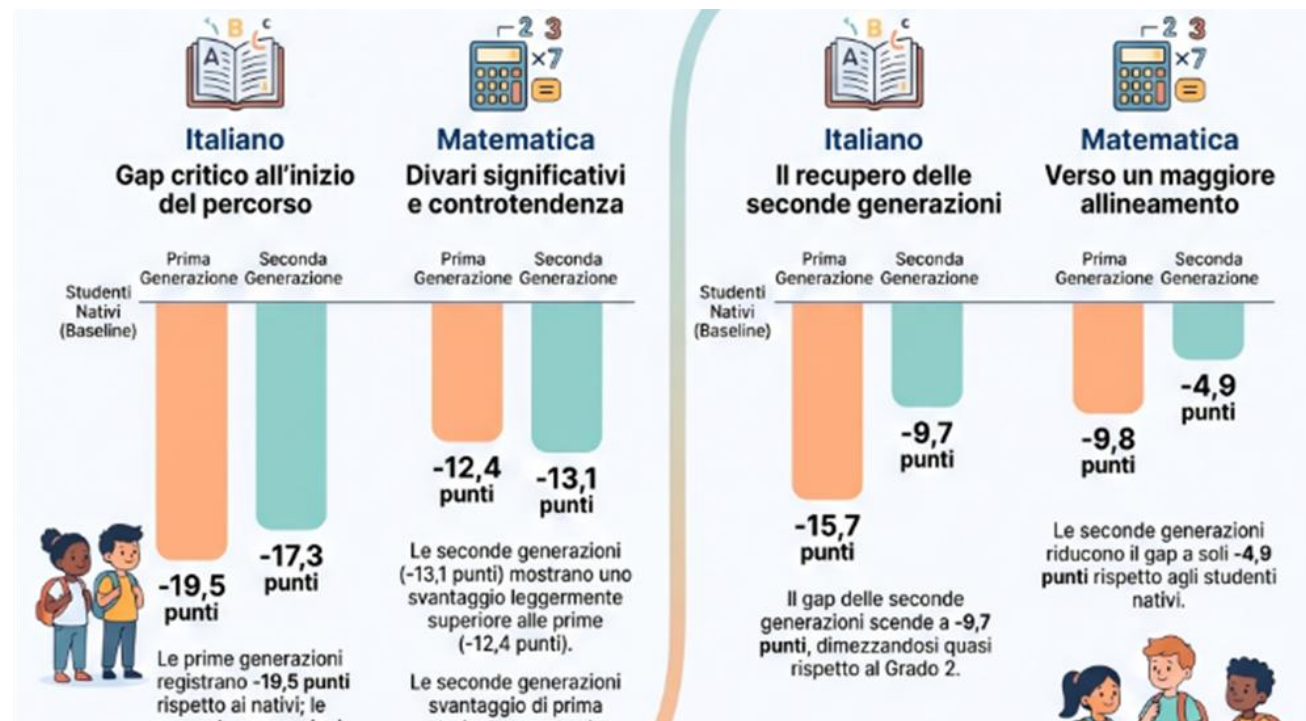


INVALSI

COMPAGNI NATIVI (Riferimento)



0 Punteggio Medio Nativi (Baseline)



Il Vantaggio Multilingue: Successo degli Studenti con Background Migratorio nell'Inglese

ULTIMO ANNO SUPERIORI



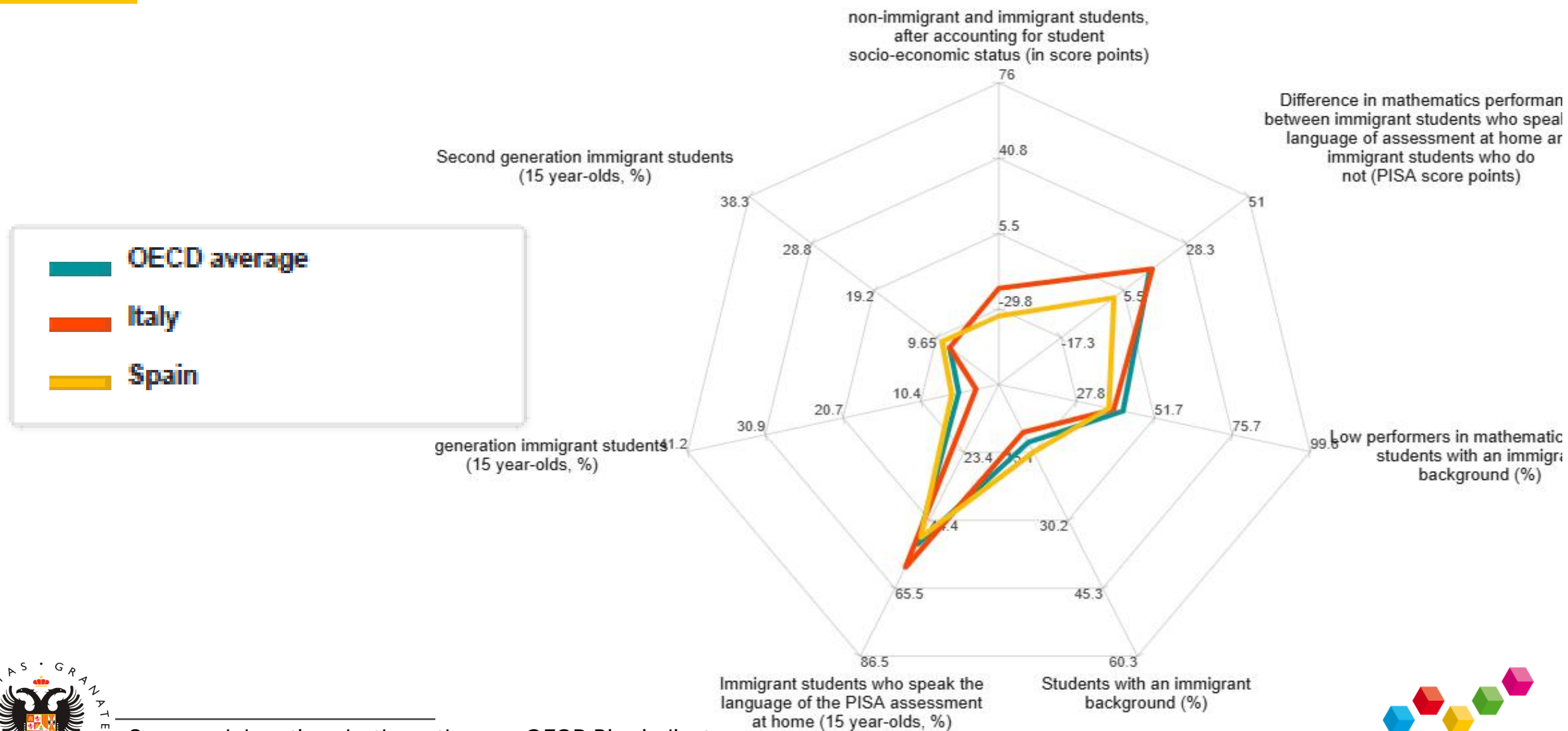
Source: Invalsi,
<https://www.invalsi.it/allievi-stranieri-prove-invalsi-2025/>



Grado Scolastico	Ambito di analisi	Studenti stranieri I Generazione	Studenti stranieri di II Generazione
Grado 8	Divario in Italiano	-22,6 punti	-13,3 punti
	Divario in Matematica	-13,2 punti (da conversazione)	-7,7 punti (da conversazione)
	Rischio Dispersione Implicita	22,5%	10,4%
Grado 10	Divario in Italiano	-19,2 punti	-9,0 punti
	Divario in Matematica	-8,5 punti	-6,4 punti
	Competenze Digitali (Creazione)	+3,9 punti (Vantaggio)	<i>Dato non significativo</i>
Grado 13	Divario in Matematica	-1,6 punti	-3,6 punti
	Dispersione Implicita	7,1% (Inferiore ai nativi: 8%)	7,3% (Inferiore ai nativi: 8%)
	Eccellenza Accademica	5,8%	7,9%

Source: Invalsi,
<https://www.invalsi.it/allievi-stranieri-prove-invalsi-2025/>

Student performance in maths (mean score)



Source: elaborations by the authors on OECD Pisa indicators,
<https://gpseducation.oecd.org/IndicatorExplorer?plotter=h5&query=54>

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%).

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

DISCUSSION AND IMPLICATIONS

An international school or a multicultural school?

Explicit dropout ("dispersione esplicita") by citizenship.

Age on arrival is of paramount importance.

A counter-intuitive twist: "hidden" dropout is *lower* among migrant-background students.

Gender dimension.



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