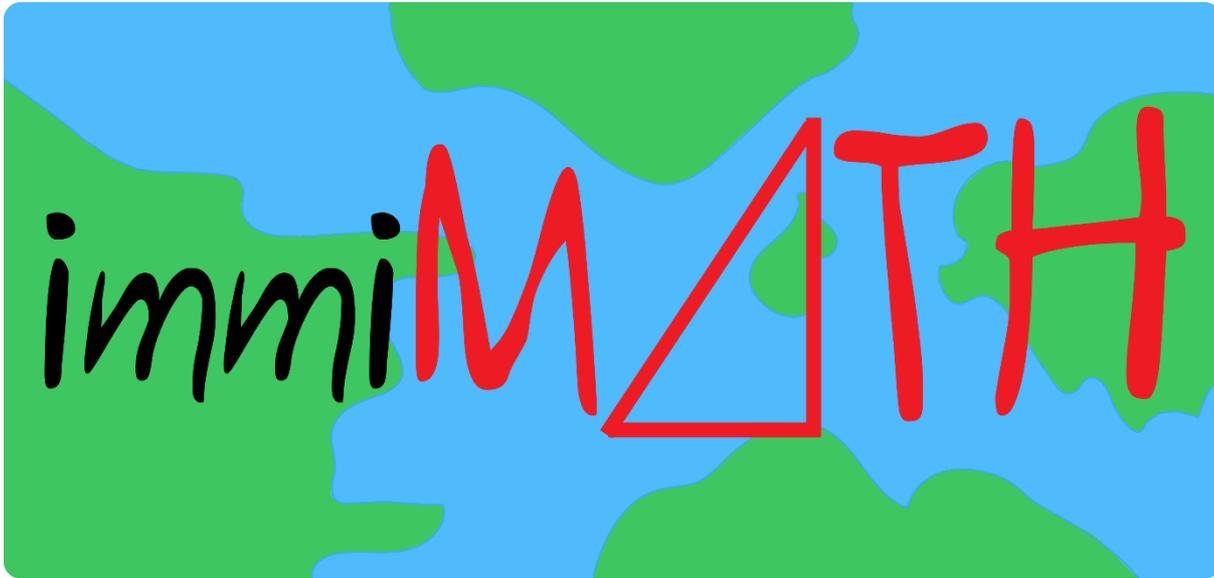




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Immigrant students report

Introduction

The data reported and discussed in this report were collected by the three Universities team (AT, SK and IT), partner of the ImmiMATH project. All the data examined below are referred to some official statistical data collected in the three countries. These represents only a summary of the most frequently attended school forms. The same data discussed in this document were reviewed and “crossed” during the M2 in Palermo, with the aim to study the didactical problematic related to the immigrant phenomena in the three countries and to define a common scenario in which work for the ImmiMATH project.

Immigrant student: many terms, many needs

According to the aim explicated in the first paragraph, before to comment the collected data, is important to put in evident what we intend for “*immigrant student*”.

As AT team quoted in its report, depending on the circumstances, location, and on available data, several terms and definitions for “*immigrant student*” exist and are used both in scientific literature and in general communication.

Alternate terms are “*migrant student*”, “*student with migrant background*”, and “*student with migration background*”. Also other terms are used, particularly in political discussion.

Regardless of the term that is actually used, several definitions can be found:

1. Student with different citizenship,
2. Student whose first language or everyday language is not the regular language of instruction,
3. Student, where one or both parents are not born in the “origin country”

Since “*first language*” and “*everyday language*” is not unambiguously defined, and since most statistical analyses (as well as a number of linguists) do not even distinguish between the two terms, we treat the two terms as synonymous in this report.

Statistical data in AT, SK and IT countries

The Austrian education system is rather complex, so, as we declared before, the following is only a summary of the most frequently attended school forms. It does therefore not contain all available schools in the country. However, more than 85% of all Austrian students attend one of the schools that we took into consideration for the purpose of this statistical analysis. The term “primary school” is used for a school where students start at the beginning of their compulsory schooling, i.e. in Austria at an age of 6 years, and which they usually attend for 4 years (the German term is “Volksschule”). “Secondary school” is generally a school that is attended after primary school, i.e. starting with age 10. It is divided into two stages. “Secondary I” usually takes 4 years (“Neue Mittelschule”, “AHS Unterstufe”) starting with age 10, “Secondary II” usually takes 3, 4 or 5 years (“AHS Oberstufe”, “BMS”, “BHS”) starting with age 14. “Statistik Austria” is the federal organization responsible for publishing objective, scientifically collected statistical information in Austria. The following data from school year 2016/17 (the newest available at the time of the compilation of this report) shows a complex situation student with different citizenship and student whose first language or everyday language is not the regular language of instruction. In Austria (but also in other many countries) there is no reliable statistical data available for student, where one or both parents are not born in the “origin country”.

Citizenship ¹	% of students in all schools	% of students in primary school	% of students in secondary school
Former SFRY	3.58 %	3.60 %	3.44 %
Turkey	1.40 %	1.65 %	1.18 %
Germany	1.40 %	1.43 %	1.36 %
Hungary	0.64 %	0.85 %	0.58 %
Poland	0.52 %	0.71 %	0.47 %

Table 1: Students with non-Austrian citizenship in Austrian schools (*Statistik Austria I*)

¹ Citizenships for Bosnia and Herzegovina, Croatia, Kosovo, Macedonia, Montenegro, Serbia, and Slovenia are summarized under “Former SFRY”. This is for ease of data interpretation and does not constitute a statement or opinion of the authors with respect to the political situation or diplomatic recognition.

First language	% of students in all schools	% of students in primary school	% of students in secondary school
German	74.72 %	69.68 %	75.87 %
BCS ²	6.58 %	7.12 %	6.68 %
Turkish	5.56 %	6,71 %	5.28 %

Table 2: First language of students in schools in Austria (*Statistik Austria 2*)

A special case appears in Vienna, where – due to several factors – the situation is very different.

First language	% of students in all schools	% of students in primary school	% of students in secondary school
German	48.83 %	41.53 %	51.28 %
BCS	12.90 %	14.07 %	12.71 %
Turkish	11.07 %	12,72 %	10.41 %

Table 3: First language of students in schools in Vienna (*Statistik Austria 3*)

As we can observe, the two main groups of migrant students are students with a migration background from the former SFRY and from Turkey. Looking to students whose first language or everyday language is not the regular language, approximately 135,000 students belong to one of these two groups. Another approximately 145,000 students noted one of 70 other languages as their first language. In Austria a total of 280,000 students can therefore be termed as “immigrant students”. That does by no means suggest that all or even many of these students have difficulties with the German language or learning difficulties in mathematics. In any case, the numbers make it clear that a significant group of students would potentially benefit from learning software specifically designed for “immigrant students”.

The situation of immigrant student at school is also complex in the Slovak Republic. This phenomena is studied and well documented by the *International Organization for Migration – IOM*. MIC is a counselling centre of the *International Organization for Migration* in Slovakia, whose main objective is to promote integration of migrants in Slovakia. It has been providing its services since 2006. MIC is the first and unique information centre in Slovakia that provides comprehensive services to foreigners at one place. MIC services include legal, social and vocational counselling, retraining and further education, inclusion in the labour market and support of community life of foreigners. During its operation, MIC has provided free legal, social and labour counselling to 14,259 clients and their families in the main fields of life in Slovakia, such as residence, family, employment, business, education, citizenship and so on. MIC’s clients come from more than 100 countries, however most from Ukraine, Russia, USA, Serbia, India and South Korea. MIC supports foreigners in obtaining education, increasing their qualifications or retraining and organizes free open Slovak language courses and courses in social and cultural orientation with information on various aspects of life in Slovakia – activities that facilitate integration of foreigners into the society. Since 2011, Slovak language courses in Bratislava and Košice, have been attended by 3,591 foreigners and courses of social and cultural orientation by 773 foreigners. Additional 563 clients received support for further education and for a retraining course. The Centre cooperates with cultural mediators – representatives of foreigner associations and communities in Slovakia. With the support of the Centre, they organize events through which they introduce the culture of the country of their origin to the public, support social life of the community, help their fellow countrymen and create space for mutual understanding of communities and the majority society. Since 2006, cultural mediators, with the support of MIC, have organized 153 multicultural and community information meetings for 13,100 people. Looking to the results of training and capacity building of professionals (strengthening of intercultural skills and regional cooperation of professionals working with migrants in the Slovak Republic) as of 31 May 2015, is important to put in evident how, from 2010 to 2015, IOM trainings and the follow-up workshops on migration, intercultural skills and regional cooperation, have been attended by more than 510 employees of the state and public administration, who work with migrants in the Slovak Republic. Participants acquire skills in intercultural communication, knowledge in the field of migration and integration of migrants in Slovakia, which may be utilised when working with migrants and to strengthen the cooperation between the institutions.

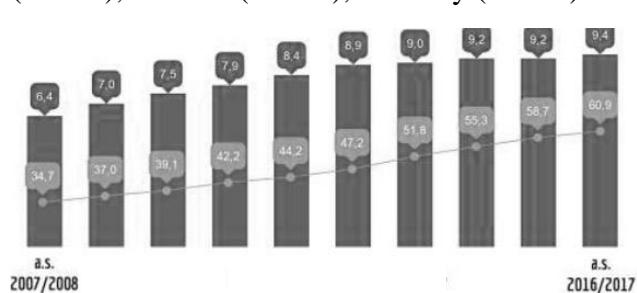
² Bosnian-Croatian-Serbian

In Italy the situation is not very different from the other two discussed before.

According to the newest data available at the time of the compilation of this report from the 2018 Immigration Statistical Dossier, edited by the IDOS Study and Research Center, 826,000 foreign citizens enrolled in the 2016/2017 school year, about one tenth (9.4%) of the total school population.

The incidence of foreign students is growing (+11,200 and + 1.4%), also due to the constant aging of the Italian population. However, even among foreigners, births are gradually decreasing and, if until today the presence of migrant children compensated for the decrease of the national school population, at present foreign students no longer balance the loss in progress and the total number of registered students fell in a single year of 85,000 units (-1.0%). More than half of the foreign students (56.6%) are divided between nursery school (20.0%) and primary school (36.6%), which are attended by the 11% of the whole students population; while less than a quarter (23.2%) attended high school, where they accounted for only the 7.1% of all students. Most students, also due to the greater difficulties of insertion and performing at high school, frequently choose professional institutes.

Looking to the report published by IDOS, although 190 nationalities are represented among them, more than half are young Romanians (158,000), Albanians (112,000), Moroccans (102,000) and Chinese (49,500). The regions with the highest attendance in schools are: Emilia Romagna (15.8%), Lombardy (14.7%), Umbria (13.8%), Tuscany (13.4%) and Piedmont (13.0%).



But the most important datum is the ever-increasing share of foreign students who were born in Italy, the so-called “second generations”, who often recognize Italian as their mother tongue, live with and like Italian peers and feel Italian in every respect, sharing everything except citizenship. If in the 2007/2008 school year there were only a third (34.7%) foreign students, in 2016/2017 they are more than a million, 60.9% of the total. Compared to the previous school year they increased by 12.9% (+57.600).

Interesting data regarding the multiculturalism in Italy should be analyzed in the EUROPEAN MIGRATION NETWORK - 2016 Annual Report on Migration and Asylum and in the guide “Foreigners’ access to healthcare: some operative recommendations”, that provides information on the administrative and legal aspects of the access to healthcare granted to third-country nationals in Italy.

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