Conclusion

Through our analysis we highlighted the differences between immigrant students and native students and provided the main factors which drive their scholastic success.

The main findings were that immigrant students have lower scores while studying significantly more, they often have a lower social status, lower academic support, higher rates of grade repetition and lower sense of belonging in schools.

These results confirm the main studies on the subject and highlight a problem in integration of many countries in the European area.

What can schools do to improve?

* Provide information to immigrant parents on the schooling options available for their children and help parents to overcome financial and/or logistical barriers to access the school of their choice. Limit the extent to which advantaged schools can select students based on socio-economic status.
* Retain and attract more advantaged students in schools that also host immigrant students. For example, schools in disadvantaged areas can make their curricula more appealing to students from across the socio-economic spectrum by offering special mathematics, science and/or art courses.

What can countries do?

* Integrate language and subject learning from the earliest grades. While language training is essential, it should be offered in addition to, not instead of, regular course work.
* Help teachers to identify students who need language training.
* Reduce the use of grade repetition. Instead, identify struggling students early and offer them extra support. For immigrant students, identify language-training needs early.