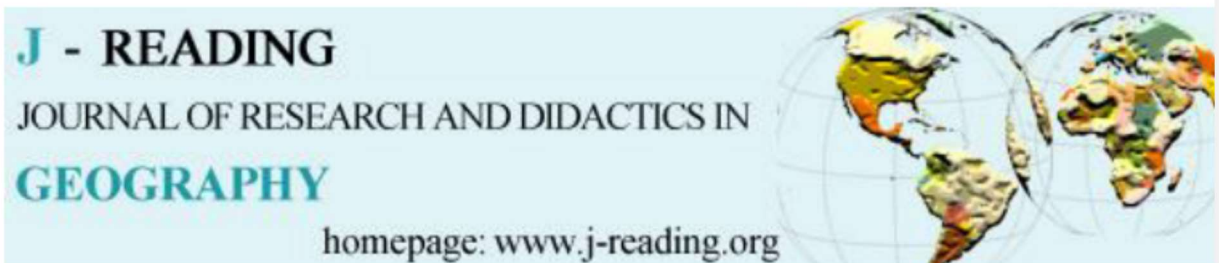


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Exploring immigrant gaps in education: empirical evidence

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Abstract

Migratory background is known to influence students' school performance, both in reading and mathematics and science literacy. Using data from the OECD PISA (Programme for International Student Assessment) 2018, we analyze the differences in scores between immigrant and non-immigrant students in Italy, considering the variables that most influence the existing gaps. To better understand the origin of the gap through econometric analyses as the Oaxaca-Blinder decomposition (Oaxaca, 1973), this study analyzes the role played from other variables (i.e. gender, social and economic status, motivational variables, school context, school address) and how these differently influence the gap of students with a migrant background, in the different subjects. The decomposition of the differences on PISA assessment from immigrant and non-immigrant students shows that the gap is larger in reading and science than in mathematics. On these matters, the study confirms the role of the language spoken at home by the student.