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THE EDUCATIONAL CHOICES OF ADOPTED STUDENTS

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THEME 01

Inter-generational educational mobility in Italy

- Italy is **34th** (out of 82) in the Global Social Mobility Index 2020 (World Economic Forum 2020)
- **Low education** – <20% of all 25-64 years old has a university degree (OECD 2018)
- Young people between 18 and 24 are more likely to enter to **tertiary education** if their parents have a tertiary level of education (OECD 2018)



Inter-generational educational mobility in Italy

- **Low mobility** - high inter-generational persistence in education levels (Cannari, D'Alessio 2018).
- **Education matters** – Bonacini, Gallo and Scicchitano (2021) highlight that parental education and occupational skill levels have different effects on the living standards of their children, with the former appearing to be more relevant than the latter.
- **Segmentation** - Students make choices regarding the secondary school (or dropping out from it) on the basis of parents' previously achieved results, profession and qualification. (Cannari,D'Alessio 2018)
- **PISA test on 15 years old** – The results are related to social origin, in particular to having a parent with a university degree. (OECD 2018)



THEME 02

Students with parents of foreign origin

These students, compared to their peers with parents of non foreign origin, **have lower school** results (OECD 2018), however, the gap tends to **decrease** in the transition between the first and second generation of immigrants and during the first cycle of education. (Invalsi 2019)

Selection effect - in high schools the grades of foreigners are substantially similar to those of Italians. (ISTAT 2020)

Higher Early School Leaving Rate in Young People with Foreign Background (OECD 2018)

Channeling - On equal terms, there is higher attendance rate of these students in technical and professional institutes (ISMU-MIUR 2020)



THEME 03

Literature on adult adoptees

Adoption professionals (e.g., Brodzinsky, Schechter, Hening, 1992; Rosenberg, 1992) have asserted that, at each developmental milestone from birth to death, adoptees face unique challenges, as their adopted status influences both the way they approach and the way they resolve each normal developmental task.... Furthermore, **"being adopted" generates different responses to major life events or transitions**, such as the birth of one's first child (Borders et al., 2000).

Various researchers concentrated on adult adoptees: search for origins, psycho-social well-being, educational and learning difficulties.

Storsbergen, Juffer, van Son, Hart (2009), focusing on foreign adopters, assess their **well-being and self-esteem**: the majority of these adults are well integrated, although men report a higher rate of depression; adults who rate their adoption negatively have more problems than adults who rate their adoption positively or neutral.





Literature on education outcomes

Dalen et al. (2008) used the Swedish national registers to analyse how lower cognitive competence may influence the educational attainment of adoptees. *«The most striking finding of this study was the positive impact of adoption on the educational level in the international adoptees. To put into other words: **given their cognitive competence they had a better chance than the general population to reach the university level.** Corresponding results for basic level education were similar. These results seem to demonstrate an education promoting ability of these adoptive families with their social embedding. This is further underlined by the more than average educational outcome of the biological children of these adoptive parents.»*

Cotè, Lallumière, (2020) observed that there are no difference between adopted and non-adopted participants on spatial and educative abilities and on **level of education**. But female adopted have significantly lower global intellectual abilities than non adopted female participants.





International literature on the topic Adoption and social mobility

Adoptees perform more positively than nonadopted children from similar birth circumstances on childhood tests of reading, mathematics, and general ability, and retain this advantage in school-leaving and later adult qualifications. (Maughan et al. 1998)

Individuals in the lowest decile of **polygenic scores** for education attained significantly education if they were adopted, possibly because of **educationally supportive** adoptive environments (Cheesman et al. 2020)





National literature on the topic adoption and social mobility

Literature on the subject is still lacking in Italy. In particular longitudinal studying are missing as research based on authentic statistic samples. However some Agencies for International Adoption mapped their families.

Ciai-Eurisko (2008): a high percentage of their sample arrives **to attend university and graduate**. The percentage of those who attended university is triple compared to the general population.

Cifa-Nova (2012), University of Bologna and Torino: young adults adoptees have levels **of self-esteem, social adaptation and satisfaction** in the various aspects of life that are not lower - and in some cases even higher - than those of their non adopted peers.



THE RESEARCH

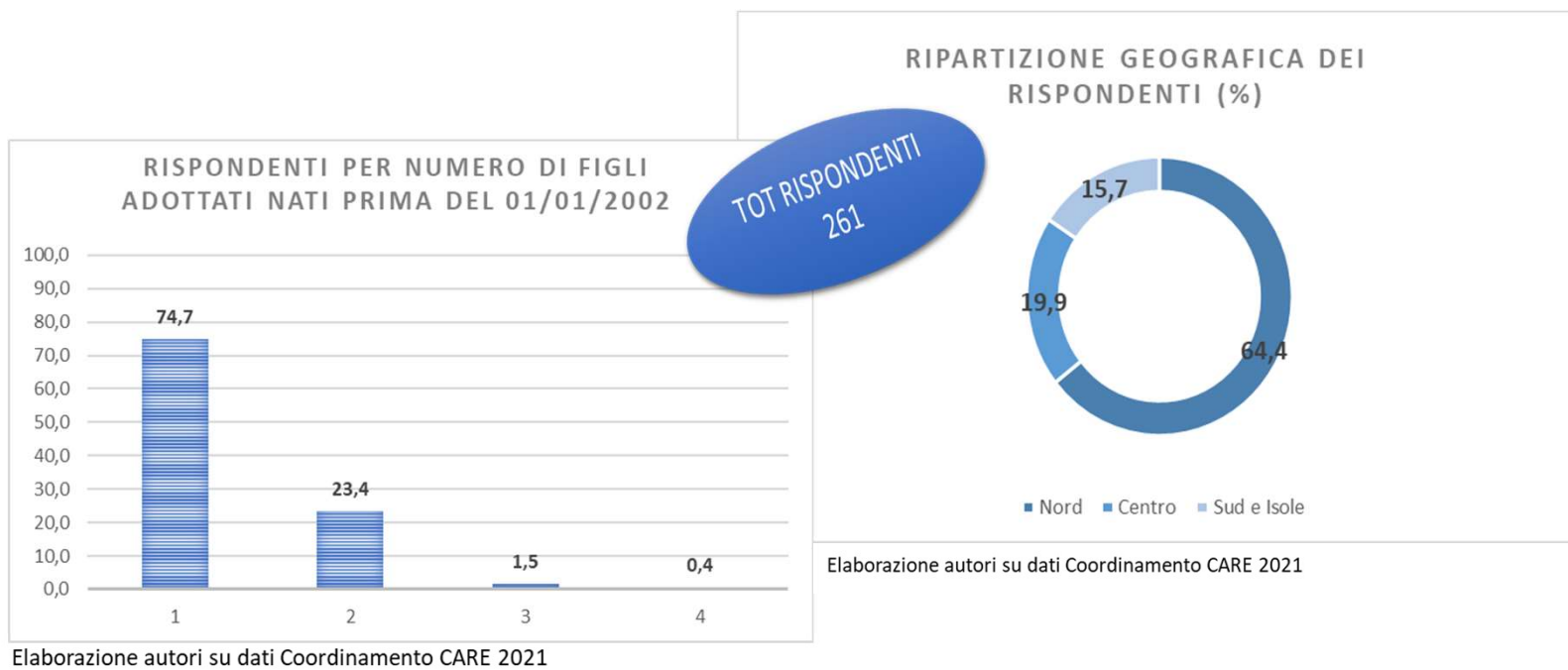
The research (promoted by Coordinamento CARE) proceeds in a qualitative way, targeted, right now, at adoptive parents. Adoptive parents, who adopted in NA or IA and have children at least 20 years old, are involved via an avalanche sampling, randomly distributed, without statistical significance.

Questionnaires are distributed with closed and open CAWI questions. The variables are: age, education, geographical distribution and family structure. The explanatory questions concern the educational history both of parents and children from the primary school to the undergraduate and the graduate one. Questions pertain to the work situation too. So far we have 438 answers and we are studying the data given from 261 parents (333 adopted adults) .



THEME 04

FIRST EVIDENCES "THE EDUCATIONAL CHOICES OF ADOPTED STUDENTS"



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*The characteristics of the individuals born before 01/01/2002
by, IA or AI, gender, age class, geographic area (%)*

Nazionale	24,9
Internazionale	75,1

Uomini	53,8
Donne	46,2

20-24	71,2
25-29	21,9
30-34	4,5
35 e più	2,4

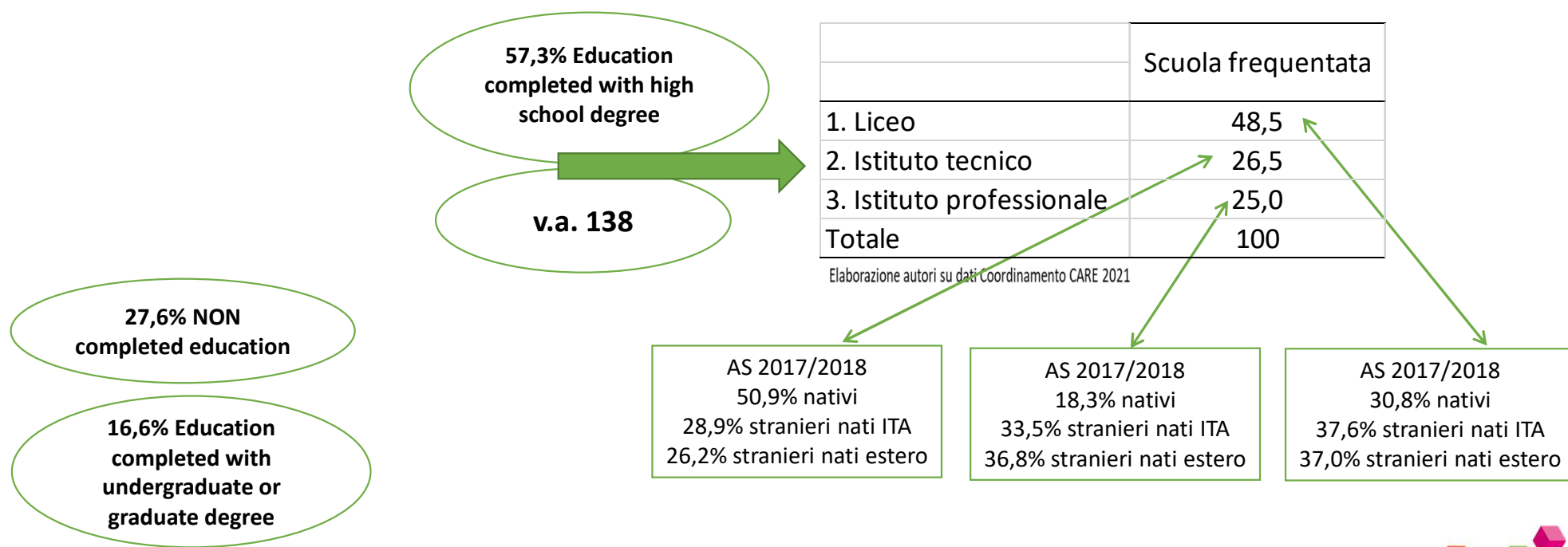
Nord	64,0
Centro	20,1
Sud e Isole	15,9

v.a. 333

46,5%
1° entrance
Kindergarten/Nursery



FIRST EVIDENCES "THE EDUCATIONAL CHOICES OF ADOPTED STUDENTS"



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	votazioni						
	N.d.	60	61-70	71-80	81-90	91-99	100
1. Liceo	4,5	15,2	40,9	18,2	7,6	7,6	6,1
2. Istituto tecnico	8,3	22,2	36,1	27,8	2,8	0,0	2,8
3. Istituto professionale	2,9	14,7	47,1	29,4	2,9	0,0	2,9
Totale	5,1	16,9	41,2	23,5	5,1	3,7	4,4

Elaborazione autori su dati Coordinamento CARE 2021

AS 2017/2018
7,6% nativi
10,0% stranieri nati ITA
12,5% stranieri nati estero

AS 2017/2018
27,3% nativi
33,9% stranieri nati ITA
36,3% stranieri nati estero

AS 2017/2018
28,9% nativi
30,5% stranieri nati ITA
28,1% stranieri nati estero

AS 2017/2018
19,8% nativi
16,1% stranieri nati ITA
14,7% stranieri nati estero

AS 2017/2018
9,2% nativi
5,9% stranieri nati ITA
5,3% stranieri nati estero

AS 2017/2018
7,3% nativi
3,6% stranieri nati ITA
3,0% stranieri nati estero



FIRST EVIDENCES "THE EDUCATIONAL CHOICES OF ADOPTED STUDENTS"

Confronto % titolo genitori e titolo figli (per i soli figli che hanno concluso il percorso di istruzione e formazione)	
titolo figlio > titolo max genitori	9,1
titolo figlio = titolo max genitori	26,6
titolo figlio < titolo max genitori	64,3
titolo figlio > titolo min genitori	26,1
titolo figlio = titolo min genitori	32,0
titolo figlio < titolo min genitori	41,9



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GRAZIE PER L'ATTENZIONE



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