To Manuel Miguéns

European Network of Education Councils

I send a summary of what is intended to be developed in the project entitled **"Inclusion or discrimination? From the analysis of the school results to the strategies for the success of students with immigrant origin".**

**Aims:**

The aims have been slightly revised and are now as follows:

1. Identify schools with a higher percentage of students of immigrant origin and their nationalities;
2. Explain the difference of results between students of immigrant origin and native students;
3. Identify the factors that contribute to differences between schools in this phenomenon that may be considered as potential targets for intervention;
4. To identify groups of schools with considerable weight of students of immigrant origin and different configurations of school results;
5. To deepen the knowledge about the factors of school success among students with immigrant origin in certain schools, focusing in particular on organizational, curricular and human relations practices;
6. Identify strategies to promote school success for students of immigrant origin, particularly in the three dimensions mentioned in the previous point, also showing the bad practices;
7. Produce recommendations for schools and educational policies.

**Object of analysis**

The analysis applies to the 3rd cycle of basic education (ISCED 2), namely the 9th year, for this year to be extremely important for the decision on the student's educational future.

**Project phases**

The project will have three major phases: 1) the first will be entirely statistical analysis; 2) a second that will be dedicated to case studies applied to a sample of schools; 3) and a third one exclusively aimed at the elaboration of final products in order to identify strategies to promote school success for students of immigrant origin, especially focused on organizational, curricular and human relations practices.

**First phase (until December 2018)**

In the first instance, it will be carried out a descriptive analysis of the database on the characterization of students and schools of the Ministry of Education (MISI) for the 2016/2017 school year. National schools with a greater presence of immigrant students and their different nationalities will be identified.

Although the focus of analysis is the third cycle, we think that the descriptive analysis of the immigrant students in the 1st, 2nd and 3rd cycles of basic education and secondary education differentiated by the modalities of teaching (Regular Scientific-Humanistic, and Professional) can provide indications for a better understanding of the phenomenon in the third cycle and to point the way to future studies.

We will then apply a multilevel modelling, considering three levels of analysis (student, class, school), creating hierarchical regression models to explain the proficiency of the immigrant students who completed the national Portuguese and Mathematics exams in the 2016/2017 school year. In this part of the analysis we intend to identify the characteristics of the students, the classes and the schools that are associated to a better performance of the students of immigrant origin.

The database under study also allows for a longitudinal approach (from 2005/2006). As learning is a cumulative process, built along the educational trajectory of the student, influenced by several factors, such as the pedagogical methods of the student's teachers since the first year of schooling, as well as organizational aspects of the schools attended, it is necessary the study of the trajectories of students of immigrant origin.

The analysis of the trajectories of the students allows to produce information about the trajectories of learning (national examinations, classification in certain disciplines, retentions) of the students with immigrant origin belonging to the schools with greater percentage of immigrants. This allows us to reflect on intra and extracurricular factors that influence the learning process year by year over a period of presumably 9 years.

From the schools identified with a certain percentage of immigrant students (values given by the data distribution) and the variables constructed on the school results, we will resort to Cluster analysis in an attempt to create groups of different schools. The aim is to identify profiles of schools with students from different countries and different academic results, such as exam scores, transition rates, retention rates, etc.

This identification will allow to select, on the one hand, schools with considerable weight of students with immigrant origin with good school results; and, on the other, schools with similar weight of students with immigrant origin but with poor school results. It will be in these two types of schools that the second phase of the investigation will take place.

**Second phase (until March 2020)**

The aim of the case studies, in some selected schools, is to deepen the knowledge about the factors of success and school failure among students with immigrant origin, focusing in particular:

• Organizational practices: in particular in terms of human resources management, formation of classes, school guidance, measures to promote success and combat indiscipline, strategies for admission regulation;

• Curricular practices: curriculum management, vertical and / or horizontal curriculum articulation, pedagogical methods;

• Human relations: relationships in the school community (particularly among students, between students and teachers, students and school staff, teachers and families, etc.).

**Third phase (until August 2020)**

The third phase of the project will focus on the development of products for the training of local actors and inform policy makers. After the collection and analysis of data in schools with good results of students with immigrant origin, it is intended to identify strategies for promoting school success based on three dimensions: i) organizational; ii) curricular: iv) and human relations.

Finally, the identified strategies will be widely disseminated and discussed, first among the participating schools, then to a wider audience, with the support of the partner institutions of the project.

All phases of the project will have reports and academic articles that will be released.

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