



The Integration of immigrants – implications for education policies

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Meeting of the Group of

National experts on the education of migrants

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The integration of immigrants – a major priority in OECD countries

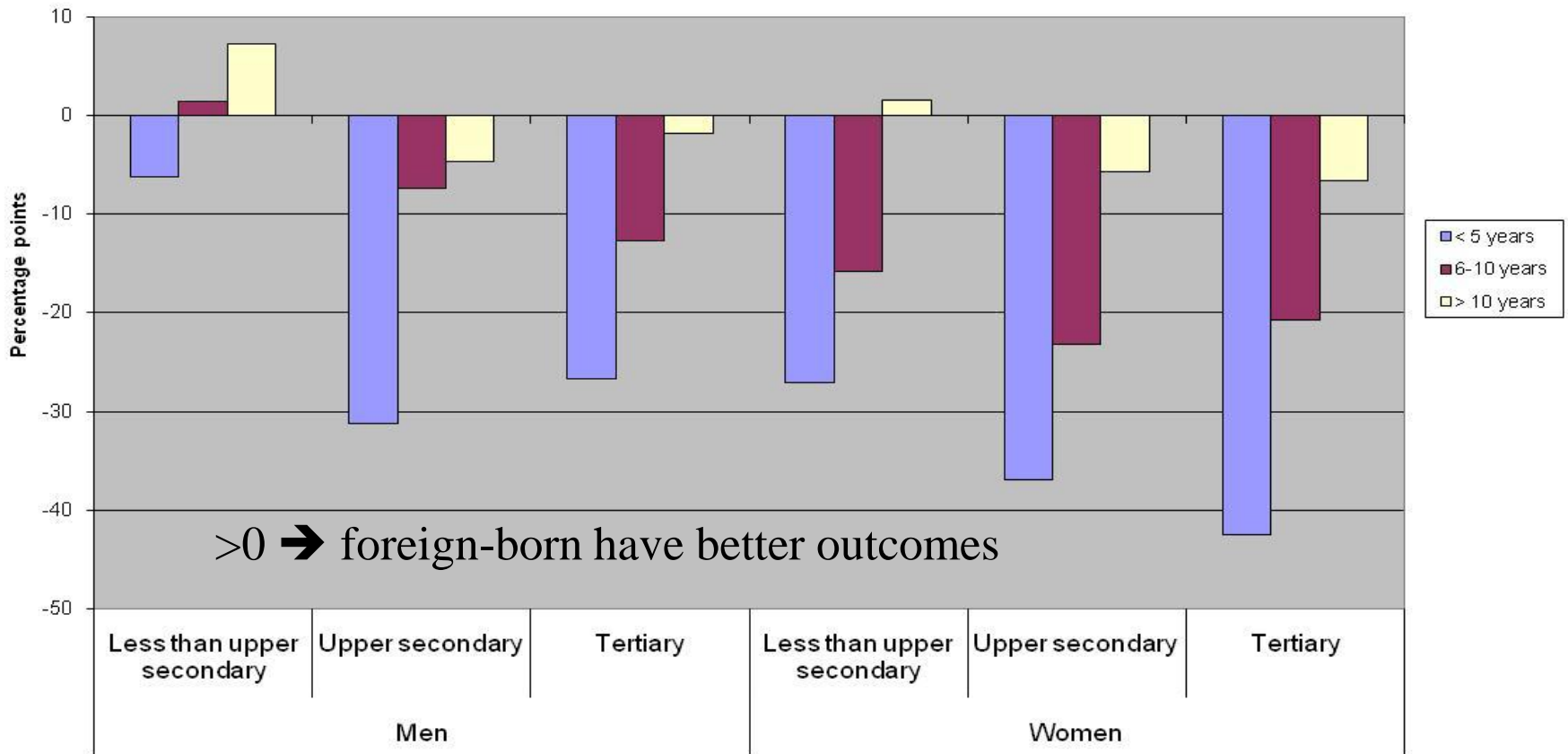
- DELSA country reviews of the integration of immigrants in the labour market (Sweden, Australia, Germany, Denmark => *Jobs for Immigrants*
 - Initial aim => focus on immigrants
 - Extension to the children of immigrants
- Working definition of integration
 - Over time, **outcomes** for migrants and their children with respect to certain characteristics (education, fertility, employment, wages, health, etc.) **tend to be in the same range as those observed for native-born persons** and their children

Education and integration for immigrants and their children

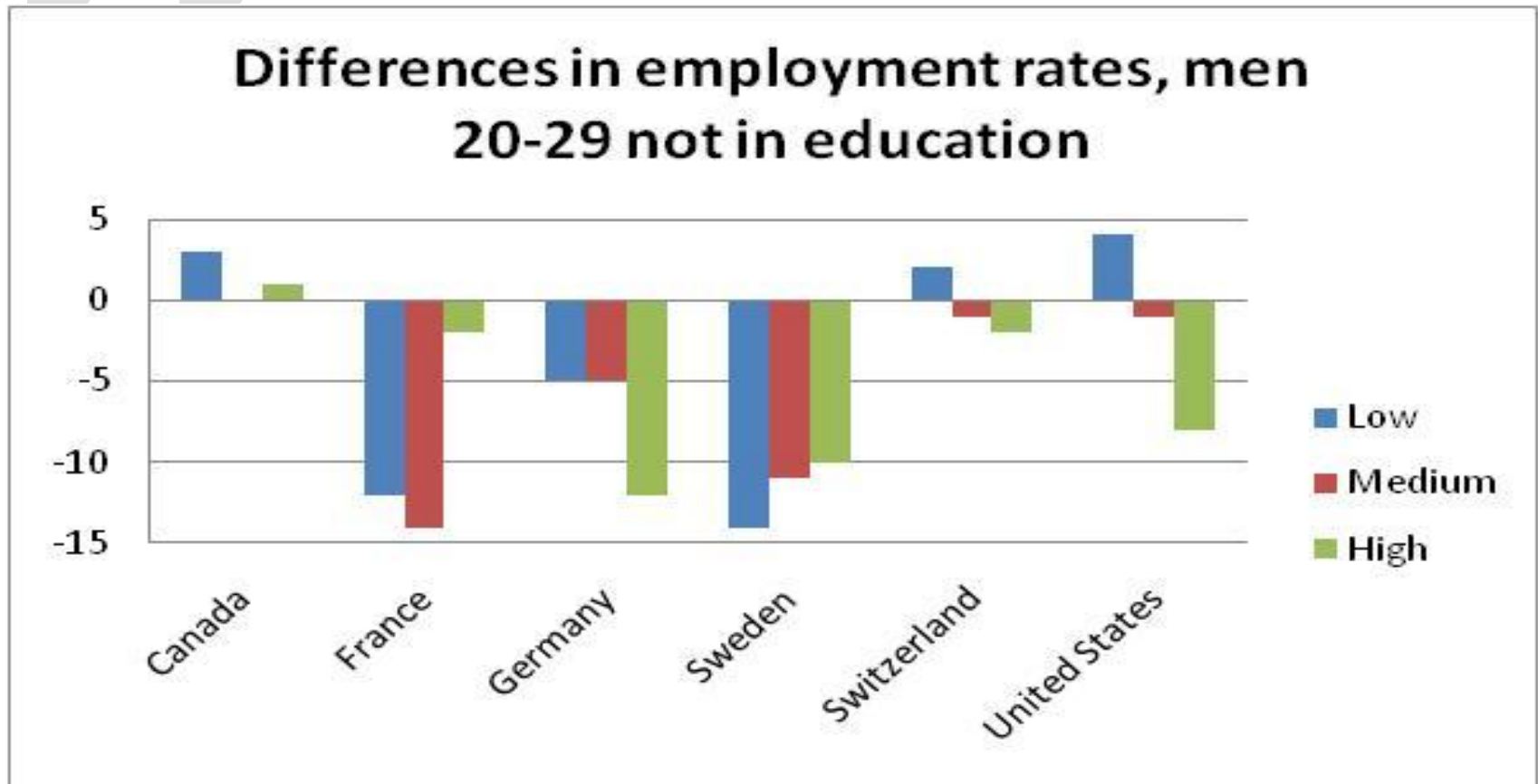
- As with the native-born and their children, there is an obvious link between education and labour market outcomes
- The comparative situation with respect to native-born persons and their children of the same attainment level is not always obvious :
 - Labour market integration is often more rapid for the less educated
 - Comparable human capital (at least in principle) is no guarantee of comparable labour market outcomes (2nd generation)

« Convergence » to native-born outcomes is more rapid for the less educated.

Difference between the employment rates of native-born and foreign-born persons, by sex, educational attainment and duration of residence in France, 2003-2005 averages.

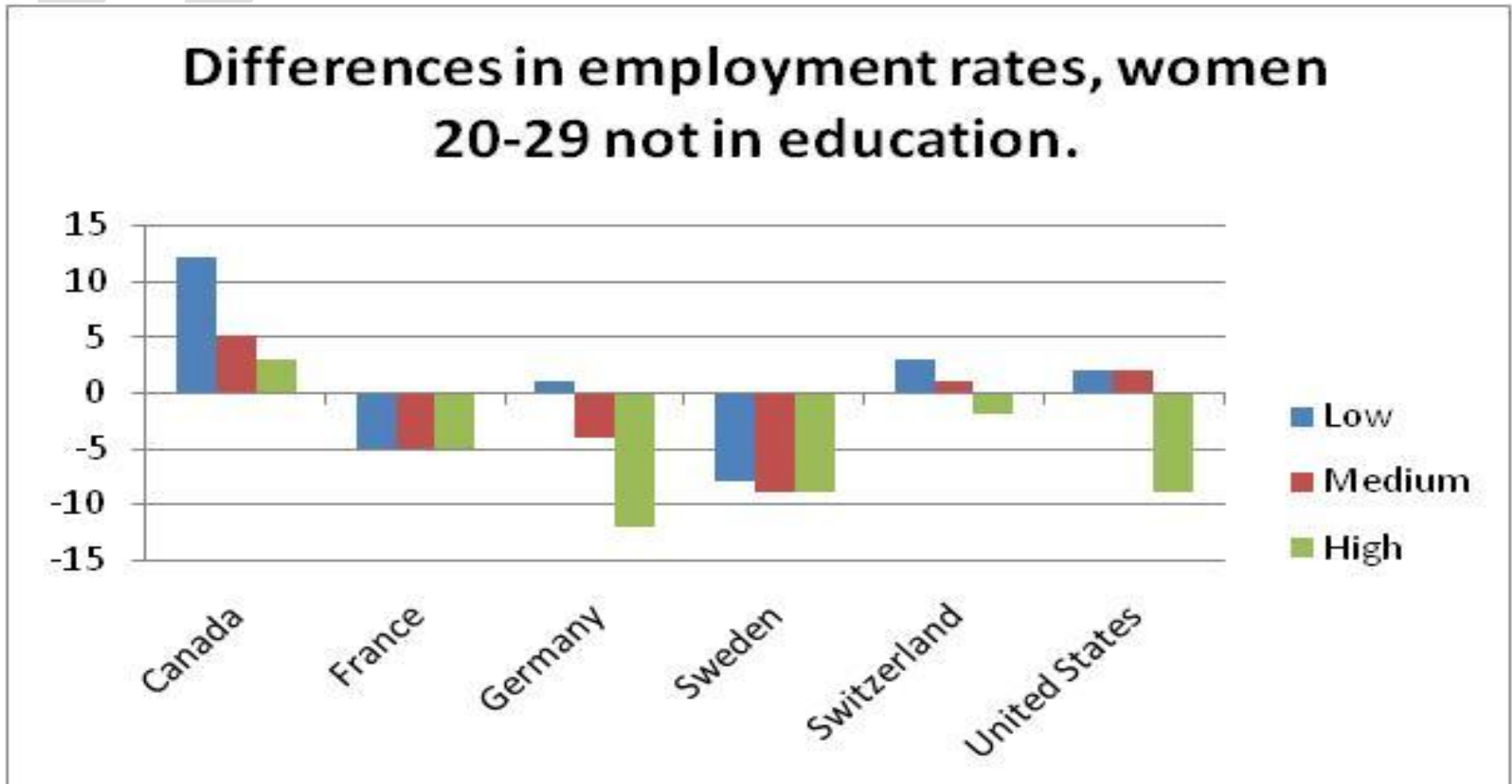


Outcomes for children of immigrants born in the country are not always comparable to those of children of the native-born, even at « equivalent » attainment levels.



>0 → foreign-born have better outcomes

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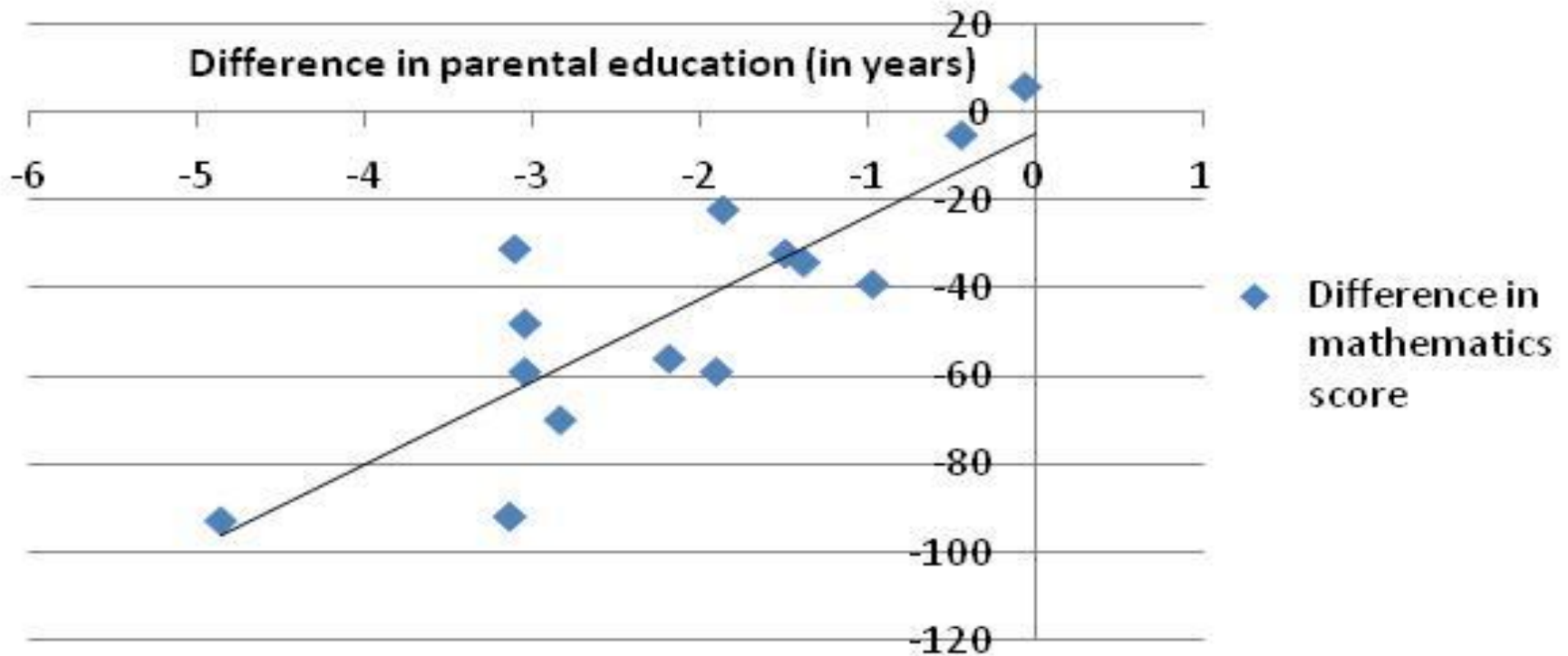
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Factors affecting cross-country differences in outcomes

- Migration policy => types of migration and selection of immigrants
 - Has an impact on children of immigrants as well, because of intergenerational transfers of human capital
- Policies for the labour market integration of immigrants
 - Language training, assessment of qualifications, mentoring / personalised accompaniment, subsidised jobs, naturalisation policies, anti-discrimination measures
- Policies for the integration of immigrant children
 - Sometimes involves the same kind of policies that work for immigrants
 - The role of education

Low attainment levels among immigrant parents « explain » about 2/3 of cross-country variation in 2nd generation outcomes.

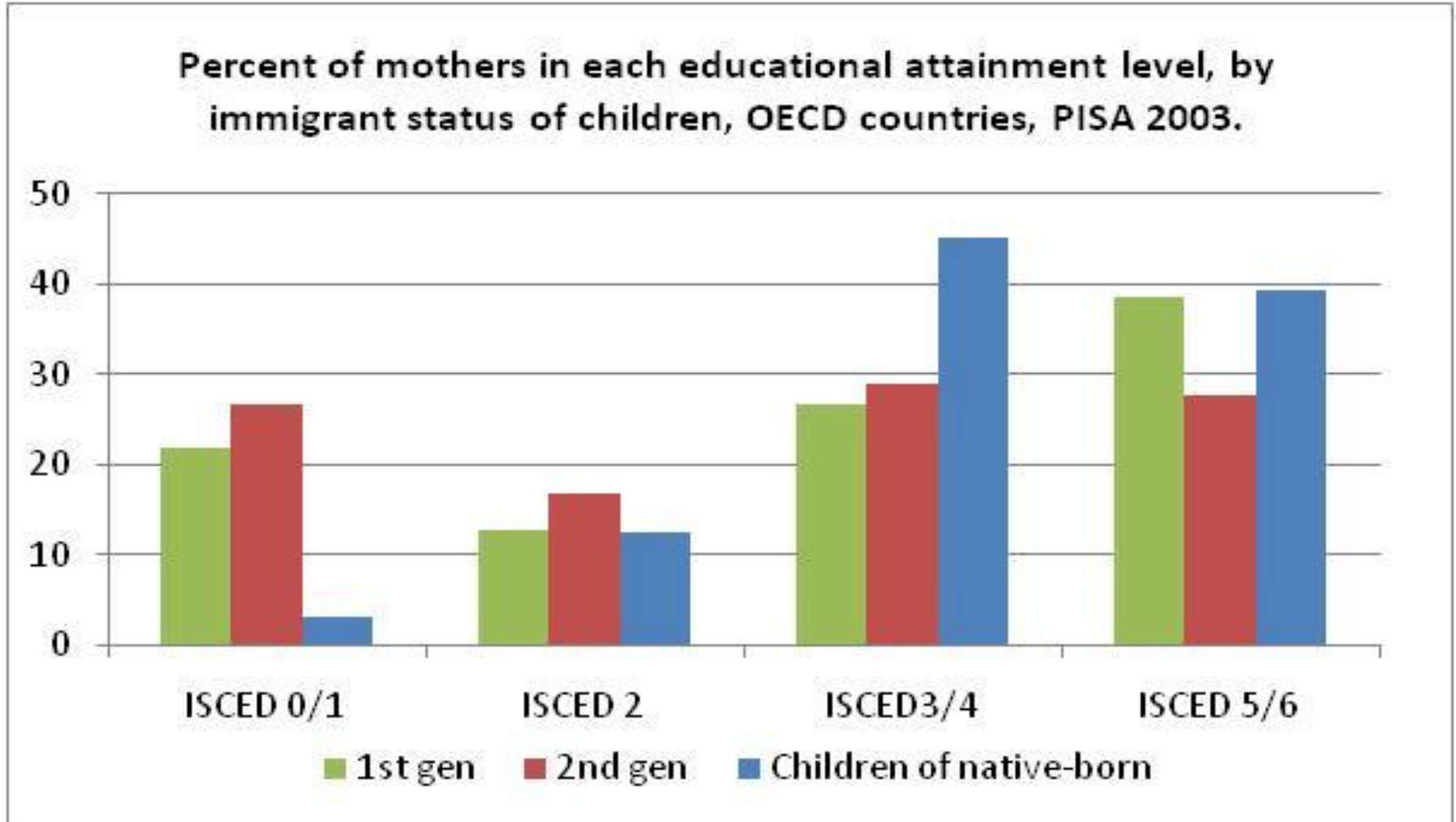
The link between parental education and outcomes, children of native-born vs 2nd generation, PISA 2003, mathematics, OECD countries.



Key questions

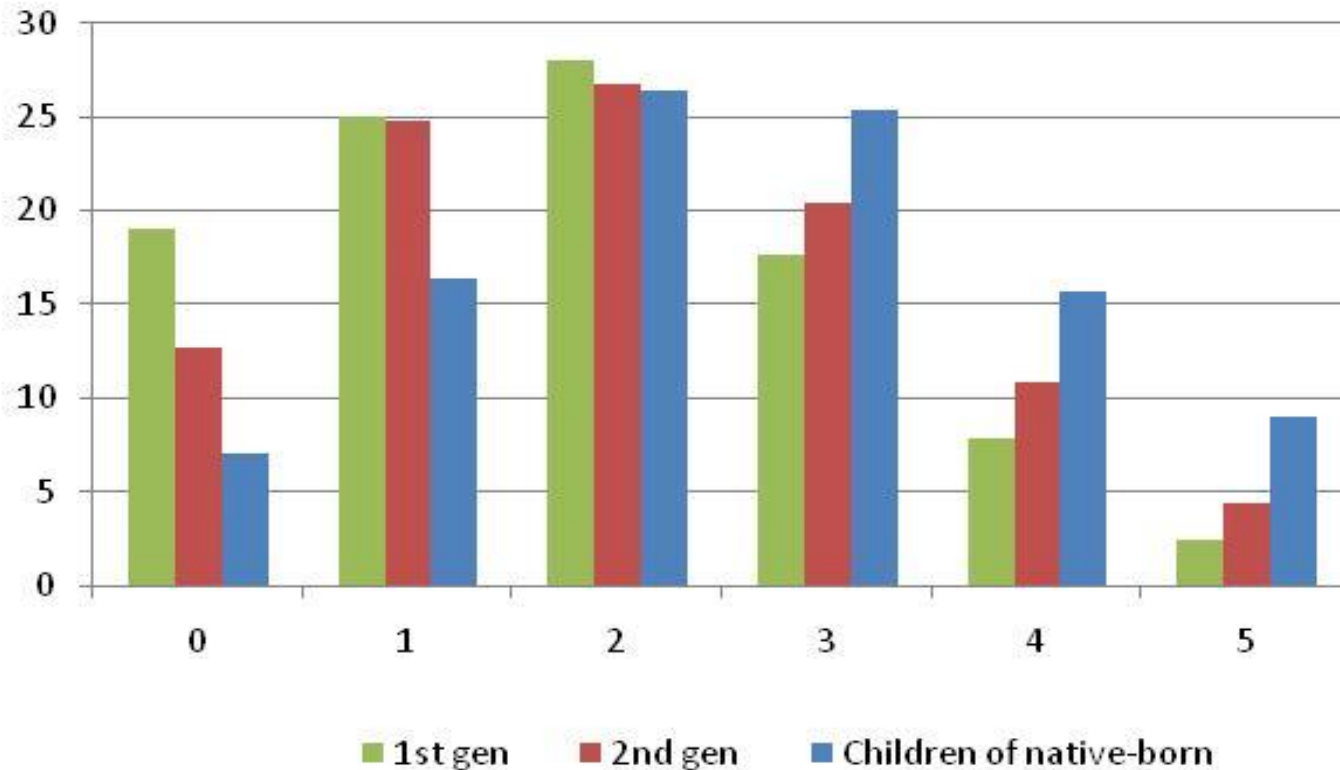
- Do the children of less educated immigrants have a double disadvantage?
 - That associated with the educational handicap of their parents
 - That associated with immigrant status
- To what extent can policy assist immigrant children to overcome any handicaps (e.g. language deficiencies) associated with immigrant status ?

There are higher levels of very low attainment among immigrant parents.



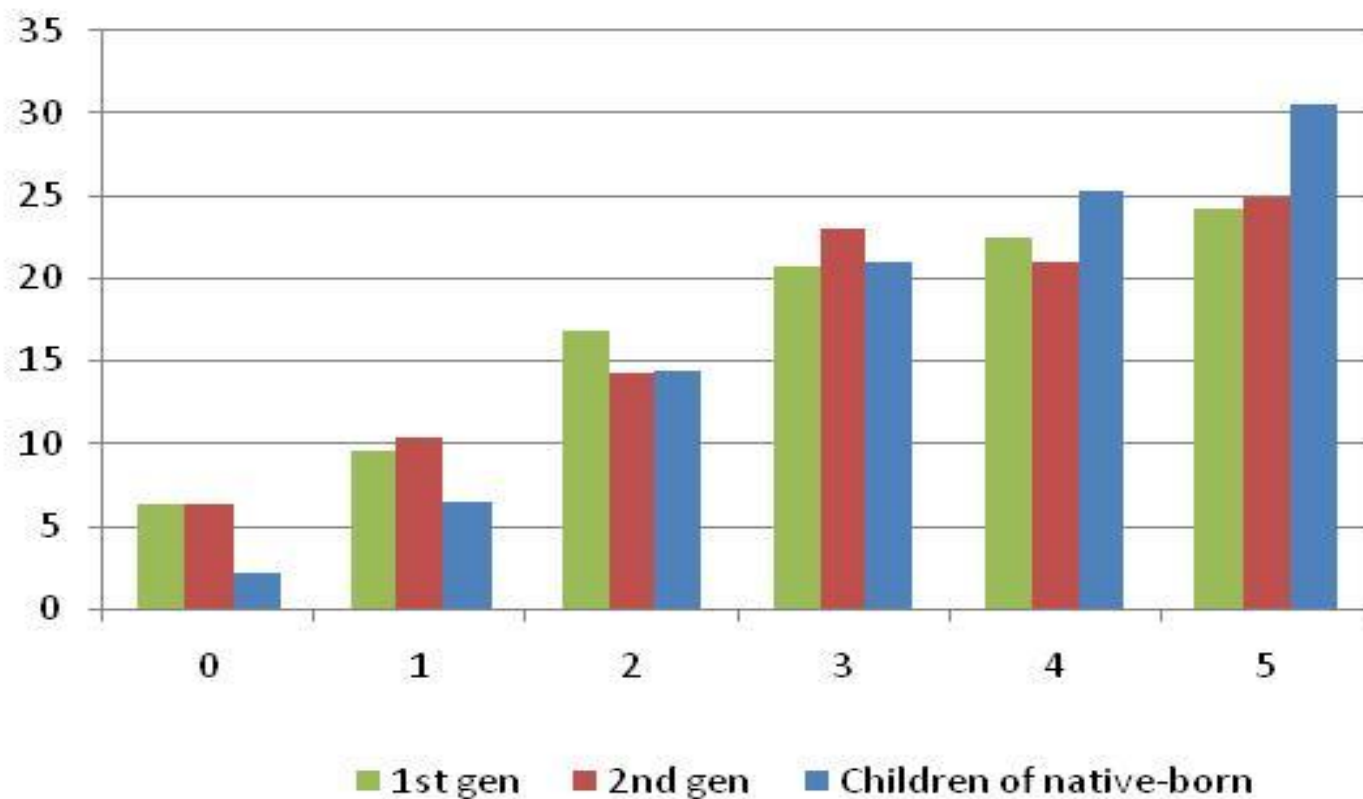
Children of low-educated immigrants do not do as well in PISA as children of low-educated natives.


Percent of youth with mothers at ISCED 0/1 at each mathematics proficiency level, by immigrant status, OECD countries, PISA 2003.



Children of highly educated immigrants have outcomes that are more similar to those of the children of natives.

Percent of youth with mothers at ISCED 5a/6 at each mathematics proficiency level, by immigrant status, OECD countries, PISA 2003.



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- OECD educational systems are better at ensuring « equal » outcomes when immigrant parents are university-educated than when they have less than the current minimum (compulsory) level . Can this be redressed?
 - If comparable educational outcomes (formal qualifications) could be attained, would this guarantee comparable labour market outcomes?

Issues with respect to children of immigrants

- How to offset the double handicap of low education and limited language proficiency, e.g. with regard to parental assistance with schoolwork
- How to address the under-representation in, and/or dropping out, of the children of immigrants from (dual) vocational educational streams
- How to facilitate the transition to the labour market
 - Fewer networks and links to employers

Conclusions

- The immigrant « particularity » needs to be taken into account in dealing with disadvantage.
- Policies need to address the issue of the settlement of persons having (much) less than the usual compulsory level.
- The best indicator of the integration of immigrants is how well their children do in the educational system and the labour market of the host country (D. Card).