



Results Call for Proposals Spring 2016

Özge Bilgili



Özge Bilgili is a research fellow at Maastricht Graduate School of Governance & UNU-Merit, from which she holds a PhD in Public Policy and Public Administration with a specialization on migration and development. In the institute, she is the theme leader of Integration, Social Cohesion and Transnationalism research and manages several projects (for the EU Commission, Dutch Government, IOM, ICMPD, UNHCR, Swiss Development Cooperation etc.). Her main research interest lies in international migrants' integration processes and the role of integration policies in an increasingly transnational context. She regularly lectures graduate students in these areas, and travels extensively to present research findings to practitioners, policy makers and academics. Since January 2016, she is also the chair of Dutch Association for Migration research.

Fellowship project:

The increasing share of children within the current migration flows induced mainly by conflict has led to the revival of discussions regarding the integration of foreign-born children in their new homes. Considering the likelihood of these young migrants to settle permanently in destination countries, it is indispensable to revisit the various policy perspectives on their educational achievement and long-term socio-cultural integration.

There is a lack of internationally comparable quantitative research that takes into consideration migrant students' educational achievement simultaneously with their acculturation, feelings of belonging, and attitude towards school. In this research, my objective is to fill this gap in the literature and develop a multi-dimensional approach to assess the well-being of children with a migration background. Such an analysis can provide nuanced evidence on foreign-born children's integration and inform the education policies that seek to respond immediately to the urgent needs of the new arrivals. By applying a holistic understanding of integration, education policies can go beyond targeting solely skills performance and have a wider impact on students' life to help them integrate socio-culturally in the long run.

In this project, based on the PISA 2015 database and cross-classified multi-level analysis, I will compare first and second generation immigrant students with their non-immigrant peers. The core analytical part of the research will focus on a) migration related factors (age at migration, host country and heritage



language use), b) schooling experiences (pre-school attendance, gap period), and c) language and teaching support use, while controlling for background characteristics and embedding students in schools and their origin and destination countries. In the second part of the research, building upon the challenges with regards to immigrant students' integration, I will conduct an in-depth analysis of current targeted policies and programs at local and national levels in destination countries with increased first and/or second generation immigrants, diverse migration histories and policy approaches (e.g. Canada, Spain, Germany). Consequently, I will discuss the most effective ways in which education systems can support the multi-dimensional integration of students with a migration background.

North Cooc



North Cooc is an Assistant Professor in the Department of Special Education at the University of Texas at Austin. His research focuses on addressing inequality in the experiences and outcomes of children with disabilities, particularly those from racial and ethnic minority backgrounds. He recently completed projects examining racial bias in how teachers identify students with disabilities and how parents use community services to access information related to special education. His current work explores the training and qualifications of special education teachers. He received his doctorate in quantitative policy analysis in education and a master's in international education policy from the Harvard Graduate School of Education.

Fellowship project:

Over the last two decades, the international community has established treaties like the Salamanca Statement and Convention on the Rights of Persons with Disabilities to improve the education of students with special needs. Despite progress in including more students with special needs into schools, questions remain about the quality of education for this population, especially in terms of access to teachers with appropriate content training and competency. Understanding whether teachers are prepared to teach students with special needs is critical for improving students' learning experiences and outcomes.

Cooc's research proposal aims to (1) assess and compare the degree to which teachers in OECD and partnering countries are prepared to teach students with disabilities, and (2) determine what teacher and school-level contextual factors may predict differences in teacher preparation. The project will analyze data from Teaching and Learning International Survey (TALIS), one of the only international surveys with a focus on the work conditions of teachers. The TALIS is ideal for the proposed research aims due to the



scope and size of the teacher sample, the availability of detailed measures of teacher preparation, and information on school contexts.

Findings from this study will contribute new knowledge on the preparation of teachers who work with children with special needs around the world. In doing so, the study will address whether countries are making progress in providing a quality education to a group often marginalized in society. By analyzing individual and institutional factors that predict teacher preparation, the project will provide policymakers with insight on where to improve teacher development. Lastly, the study will help shift the international conversation on access to schooling for children with special needs to the issue of quality and support for the teachers most integral to their education.