



**OECD Thematic Review on Migrant
Education**

**International Questionnaire:
Migrant Education Policies in
Response to Longstanding
Diversity**

SPAIN

Background

1. As part of the OECD review on migrant education, countries were invited to provide information on their national migrant education policies. Note that this information is in addition to the full country background reports provided by the six countries participating in the policy review: Austria, Denmark, Ireland, the Netherlands, Norway and Sweden.

2. The attached information was provided by Spain using a standard international questionnaire on migrant education policies in response to longstanding diversity. For any questions regarding this information, please contact:

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QUESTIONNAIRE A

INTERNATIONAL QUESTIONNAIRE: MIGRANT EDUCATION POLICIES IN RESPONSE TO LONGSTANDING DIVERSITY

Box 1. Technical notes

Types of questions

Questions on national statistical information: Please attach datasets that are available from your national statistics, and provide a short note summarizing the available information (directly in the questionnaire).

Multiple choice questions: Please use the following symbols to fill in the multiple choice boxes:

- Y = Yes
- N = No
- A = Category does not apply
- M = Data is not available

Tables: Please complete every cell in the tables. If you cannot provide the data requested for each cell, please indicate whether the data is 'not available' (m) or 'not applicable' (a).

Types of immigrants considered

First-generation immigrant students: Students who were born outside the country of assessment and whose parents were also born in a different country.

Second-generation immigrant students: Students who themselves were born in the country of assessment but whose parents were born in a different country, i.e. students who are following/have followed all their pre-school/schooling in the country of assessment.

In some countries, data may not be available according to the place of birth of immigrant students and their parents. To capture as much available data as possible, we may also ask for information on the category of "foreign nationals":

Foreign national students: students not holding citizenship of the country where they are enrolled in school.

Levels of education covered

Unless otherwise indicated, countries are requested to provide information on migrant education in pre-primary childcare institutions (we will refer to childcare as level '00') through to lower secondary schools (i.e. ISCED levels 0, 1 and 2). For questions on transition rates we will also ask for information on upper secondary education (ISCED3).

ISCED (International Standard Classification of Education) refers to an instrument suitable for compiling statistics on education internationally.

Level 00: Pre-primary childcare: This level refers to early interventions (before the age of pre-schooling in some countries). This type of childcare is normally offered for children aged between 0 and 4 depending on country contexts.

ISCED 0: Pre-primary education. This level is defined as the initial stage of organised instruction, designed primarily to introduce very young children to a school-type environment, that is, to provide a bridge between home and a school-based atmosphere.

ISCED 1: Primary education. This level begins between 5 and 7 years of age, is compulsory in all countries and generally lasts from four to six years.

ISCED 2: Lower secondary education. This level continues the basic programmes of the primary level, although teaching is typically more subject-focused. Usually, the end of this level coincides with the end of compulsory education.

ISCED 3: Upper secondary education. This level generally begins at the end of compulsory education. The entrance age is typically 15 or 16 years. Entrance qualifications (end of compulsory education) and other minimum entry requirements are usually needed.

Year covered

Information is requested for the **2006/07** school year or the year 2007. If you are providing data for a different year, please provide a note at the bottom of the respective table.

In addition, wherever available, it is most preferable to receive the data from the 2006/07 school year, as well as from five years or ten years ago.

Notes on interpretation

If you need to provide any notes to facilitate interpretation of your answers, please provide them in a clear and concise manner directly underneath the answer concerned.

I. Contextual information

3. Please provide information on the **countries of origin** of enrolled immigrant students in Table 1 below.

Table 1 Country of Origin (public schools, 2006/07)						
Please provide the main countries of origin for the immigrant students who are currently enrolled at school.						
Country	Level of education	Country of origin	Percentage of enrolled children who were born in this country of origin (first-generation)		Percentage of enrolled children whose parents were born in this country of origin (second generation)	Percentage of enrolled children who hold citizenship of this country of origin (foreign nationals)
	Pre-primary childcare	1)				
		2)				
		3)				
	ISCED 0	1) marruecos	22.393	19%	m	m
		2) Ecuador	12.000	9%	m	m
		3) rumania	11.836	9%	m	m
	ISCED 1	1) ecuador	43.838	20%	m	m
		2) marruecos	42.793	20%	m	m
		3) rumania	26.299	9%	m	m
	ISCED 2	1) ecuador	29.449	21%	m	m
		2) marruecos	22.487	19%	m	m
		3) rumania	14.542	8%	m	m
Notes:						

4. Are the following groups considered "disadvantaged learners"¹ and therefore explicitly targeted by policies to improve equal access, participation and/or learning outcomes of all students?

	ISCED (public schools)			
	00	0	1	2
✓ First-generation immigrant students		y	y	y
✓ Second-generation immigrant students		a	a	a
✓ Foreign national students				
✓ Students who are not native speakers of the language of instruction		y	y	y
✓ Students from indigenous groups		a	a	a
✓ Students with low socio-economic background		a	a	a
✓ Boys, with respect to certain subjects		y	y	y
✓ Girls, with respect to certain subjects		y	y	y
✓ Other (please specify)				

1. Disadvantaged students are students who may experience difficulties in education due to factors that relate to social, economic, cultural, geographical, ethnic or gender related aspects of their background, not including students eligible for special education.

II. Access

5. Are the following types of **orientation/ induction programmes** provided to newly arrived immigrant students and/or their parents to facilitate enrolment and integration at school?

	ISCED (public schools)		
	0	1	2
✓ Distribution of welcome materials in national language	y	y	y
✓ Distribution of welcome materials in non-national languages			
✓ Assigning “welcome buddy”	m	m	m
✓ Assigning tutor/ mentor	y	y	y
✓ Interpretation service	m	m	m
✓ Bilingual classroom assistant	m	m	m
✓ Family advisor	m	m	m
✓ Organisation of social events for parents who are new to the locality	y	y	y
✓ Other (please specify)			

Note: This item was adapted from Eurydice (2004), Integrating Immigrant Children into Schools in Europe.

Part III. Participation

6. Please complete the Tables 2-5 on the following pages on enrolment numbers, enrolment rates, drop-out rates, and repetition rates.

Table 2 Enrolment numbers (public and private schools, 2006/07)

Enrolment number = number of students enrolled in each level of education (the count of students studying in the beginning of the school/academic year).

Country	Level of education	Type of education	Total number of students enrolled	Number of native students enrolled	Number of immigrant students enrolled		
					First-generation	Second-generation	Foreign national
	Pre-primary childcare	Public					
		Private					
	ISCED 0	Public	998.985	922.586	76.399 T	m	m
		Private	558.272	540.509	17.763 T	m	m
	ISCED 1	Public	1.702.246	1.512.919	189.327 T	m	m
		Private	835.707	831.253	4.454 T	m	m
	ISCED 2	Public	1.216.060	1.098.252	117.808 T	m	m
		Private	618.625	615.641	2.984 T	m	m

Notes: Las cifras que figuran como alumnos en la privada incluyen los centros concertados.

Las cifras de ISCED incluyen pre-primary. “First generation” is the total number.

Table 3 Net enrolment rate (public schools, 2006/07)

Net enrolment rate = the share of children of the specified age group enrolled in the corresponding level of education (in percentage)

Country	Level of education	Official age range per level of education	Overall enrolment rate	Enrolment rate of native students	Enrolment rate of immigrant students		
					First-generation	Second-generation	Foreign national
	Pre-primary childcare	0-6	1.552.628	92%	8%	m	m
	ISCED 0	0-6				m	m
	ISCED 1	6-12	2.535.656	90%	10%	m	m
	ISCED 2	12-16	1.833.735	95%	5%	m	m

Notes:

Table 4 Drop-out rate (public schools, 2006/07)

Drop-out rate = the share of students enrolled in the specified level of education at the beginning of the school year who have left the school system before the beginning of the next school year without completing the level (as a percentage).¹

Country	Level of education	Overall drop-out rate	Drop-out rate of native students	Drop-out rate of immigrant students		
				First-generation	Second-generation	Foreign national
	ISCED 1	m	m	m	m	m
	ISCED 2	m	m	m	m	m

Notes:

1. Percentage of early school leaver by national status is introduced in the European Commission (2006), Efficiency and Equity in European Education and Training Systems COM(2006)481 Final, November, p70, based on the Eurostat Labour Force Survey (2005).

Table 5 Grade repetition rate (public schools, 2006/07)

Grade repetition rate = the share of students enrolled in the specified level of education who are enrolling in the same grade or year of study of the same education programme for a second or further time (as a percentage).

Country	Level of education	Overall grade repetition rate	Grade repetition rate of native students	Grade repetition rate of immigrant students		
				First-generation	Second-generation	Foreign national
	ISCED 1	a	a	a	a	a
	ISCED 2	a	a	a	a	a

Notes:

IV. Learning Outcomes

7. What types of policies are in place to **adapt the curriculum and school organisation** to the needs of immigrant students?

ISCED (public schools)

	0	1	2
✓ Curricula and textbooks recognise diverse cultural backgrounds	m	m	y
✓ Curriculum promotes intercultural education	m	m	y
✓ Employment of school leaders, teachers or support staff with immigrant background	m	m	m
✓ Professional development programmes for school leaders to prepare them to respond to the needs of immigrant students	y	y	y
✓ Professional development programmes for teachers/educators to prepare them to respond to the needs of immigrant students	y	y	y
✓ Employment of staff with a school-home liaison mandate	m	m	m
✓ Counselling and guidance to promote transition to higher levels of education	m	m	y
✓ Other (please specify)			

8. What types of policies are in place to **adapt teaching and learning** to the needs of immigrant students (other than language needs)?

ISCED (public schools)

	0	1	2
✓ <u>Integrated support</u> : Immigrant students receive individualised course material and support inside the mainstream classroom	m	y	y
✓ <u>Extracurricular support</u> : Immigrant students receive individualised support in addition to regular instruction (outside the mainstream classroom)	m	y	y
✓ <u>Extracurricular group tuition</u> : Immigrant students are grouped together separately for additional instruction (outside the mainstream classroom)	m	y	y
✓ Mentors / tutors for immigrant students to provide general support	m	y	y
✓ Additional diagnostic testing of students	m	m	m
✓ Other (please specify)			

9. What types of policies are in place to **respond to the language needs** of immigrant students?

ISCED (public schools)

	0	1	2
✓ Immersion without systematic language support	m	m	m
✓ Immersion with systematic support in the language of instruction (L2)	m	y	y
✓ Immersion with a monolingual preparatory phase in the mother language (L1)	n	n	n
✓ Immersion with a monolingual preparatory phase in the language of instruction (L2)	m	y	y
✓ Transitional bilingual education with a gradual shift to the language of instruction (L2) only	n	n	n
✓ Maintenance bilingual education to develop proficiency in both the mother language (L1) and the language of instruction (L2)	n	n	n

Note: this item was adapted from OECD (2006), Where Immigrant Students Succeed, OECD, Paris.

10. Please provide information on **transition rates** in Table 6.

Table 6 Transition rate (2006/07 - 2007/08)

Transition rate = the share of students enrolled in the final grade of the specified level of education in the 2006/07 school year who have been admitted to a higher level of education in the 2007-08 school year (in percentage).						
Country	Level of education	Overall transition rate	Transition rate of native students	Transition rate of immigrant students		
				First-generation	Second-generation	Foreign national
	Pre-primary childcare	m	m	m	m	m
	ISCED 0	m	m	m	m	m
	ISCED 1	m	m	m	m	m
	ISCED 2	m	m	m	m	m
	ISCED 3	m	m	m	m	m
Notes:						

V. General policy issues and funding

11. No information provided.

REFERENCES

- European Commission (2006), Efficiency and Equity in European Education and Training Systems.
- Eurydice (2004), Integrating Immigrant Children into Schools in Europe, European Commission, Brussels.
- OECD (2006), Where Immigrant Students Succeed, OECD, Paris.
- OECD (2007), PISA 2006. Science Competencies for Tomorrow's World, OECD, Paris.

GLOSSARY

ECEC	Early Childhood Education and Care
ISCED	International standard classification of education
L1	Mother language of immigrant students
L2	Language of instruction
PISA	Programme for International Student Assessment