

Migrant Education in the Netherlands Pointers for policy development

SUCCESSSES AND CHALLENGES FOR MIGRANT EDUCATION

- Around 16% of immigrant youth have non-Western immigrant background.
- Immigrant students read less well than native Dutch students in primary school, although they do well in international comparison. At age 15, immigrant students show significantly weaker reading, mathematics and science skills than native Dutch students.
- At age 12, immigrant students born outside Western countries are more likely to go to pre-vocational studies (VMBO) than to general secondary education (HAVO and VWO).
- Those born outside Western countries are more likely to drop out from secondary school, but those who complete pre-university education (VWO) are very likely to go to university.
- Parental choice, academic selection (for secondary schools) and residential concentration of immigrants – in combination – result in concentration of immigrant students in certain schools, notably in Rotterdam, Amsterdam, The Hague and Utrecht.
- The Netherlands has undertaken both universal and targeted measures to improve the education outcomes of immigrant students.

POLICIES TO IMPROVE MIGRANT EDUCATION OUTCOMES

- Raise the quality of under-performing schools.
- Assist immigrant families to make an informed decision on school choice.
- Strengthen monitoring and evaluation practices within schools, especially in disadvantaged schools.
- Promote the enrolment of young children with non-Western immigrant background in high quality pre-school and early school education.
- Recruit high quality teachers to schools in disadvantaged areas, and provide training to teachers and school leaders to improve the academic achievements of immigrant students.
- Provide educational and career support to students in vocational programmes, including help with academic and written Dutch skills.
- Encourage immigrant parent to participate in official school/parent partnerships.

FURTHER READING

These pointers for policy development are drawn from the Policy Review of Migrant Education for the Netherlands (www.oecd.org/edu/migration/countrynotes). The policy review in the Netherlands was carried out within the framework of the OECD Reviews of Migrant Education. The overall findings of this review are presented in *Closing the Gap for Immigrant Students: Policies, Practice and Performance*, published in April 2010. Policy reviews in 6 countries (Austria, Denmark, Ireland, the Netherlands, Norway and Sweden), background reports prepared by 12 countries and other documents of the review are also available on the OECD website www.oecd.org/edu/migration.