SUCCESSES AND CHALLENGES FOR MIGRANT EDUCATION

- Around 8 to 10% of students speak a language other than Norwegian, and more than 120 languages are spoken in Oslo schools.
- Already in primary education, immigrant students read less well than native students, particularly for students not born in Norway. Norway has one of the largest gaps in OECD countries.
- By age 15, first-generation immigrants have fallen behind their native peers in reading by the equivalent of around two years of schooling.
- Fewer first-generation immigrants choose to go to upper secondary education than their native peers. Less than half of these students succeed in upper secondary vocational programmes, compared with two-thirds of native peers.
- Socio-economic background and speaking a different language at home largely explain the achievement gap between immigrants and native students.
- Immigrant children are not enrolled in early childhood education and care as much as native children under the age of 3; although the rates overall are comparable at age 5.
- By international standards, Norway has an inclusive education system. Norway is undertaking a wide range of universal and targeted measures to improve the situation of immigrant students.

POLICIES TO IMPROVE MIGRANT EDUCATION OUTCOMES

- Improve access to quality early childhood education and care for all, especially immigrant children under the age of 3.
- Provide diversity training to both teachers and school leaders at primary and secondary schools.
- Mainstream language support into curriculum, teacher education and research.
- Provide more support in vocational education programmes such as technical language acquisition and career guidance.
- Help improve learning environments at home (e.g. extended school hours, homework assistance, providing mentors from immigrant backgrounds and supporting migrant parents.)
- Better manage regional variations by strengthening accountability of schools and promoting knowledge sharing among municipalities and schools.
- Monitor progress and use formative evaluation at all levels – classroom, school and system.

FURTHER READING

These pointers for policy development are drawn from the Policy Review of Migrant Education for Norway (www.oecd.org/edu/migration/countrynotes). The policy review in Norway 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.