



**OECD Thematic Review on Migrant
Education**

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

UNITED KINGDOM

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 the United Kingdom 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**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)			
		2)			
		3)			
	ISCED 1	1)			
		2)			
		3)			
	ISCED 2	1)			
		2)			
		3)			

Notes:

Similar data are requested in worksheet ENRL7 of the annual UOE (UNESCO/OECD/Eurostat) data collection on education systems which asks about pupils who are a) non residents, b) who gained their prior education in a different country, and c) who are non-citizens. (Michael.Davidson@oecd.org is the UOE contact person)

However, the UK are unable to supply such data below ISCED level 5.

Scotland collect data on nationality (broken into the 4 UK countries, Ireland and Other) in their school census.

England doesn't currently collect nationality (but may do in the future). Wales don't currently collect it either. I'm not sure about Northern Ireland.

One option is to try to estimate figures from the Labour Force Survey.

3. 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 (Potentially)	✓	✓	✓	✓
✓ Second-generation immigrant students (Potentially)	✓	✓	✓	✓
✓ Foreign national students (Potentially)	✓	✓	✓	✓
✓ Students who are not native speakers of the language of instruction	✓	✓	✓	✓
✓ Students from indigenous groups (If you include Gypsy, Roma and Travellers)	✓	✓	✓	✓
✓ Students with low socio-economic background	✓	✓	✓	✓
✓ Boys, with respect to certain subjects	✓	✓	✓	✓
✓ Girls, with respect to certain subjects	✓	✓	✓	✓
✓ Other (please specify) – Looked after children (in foster/care homes), school aged parents. There are also policies aimed at specific geographic areas (eg socially deprived or poorly performing).	✓	✓	✓	✓

II. Access

4. 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	✓	✓	✓
✓ Distribution of welcome materials in non-national languages	✓	✓	✓
✓ Assigning "welcome buddy"	✓	✓	✓
✓ Assigning tutor/ mentor			
✓ Interpretation service	✓	✓	✓
✓ Bilingual classroom assistant (in some schools bilingual assistants are employed, but not all)			
✓ Family advisor			
✓ Organisation of social events for parents who are new to the locality			
✓ Other (please specify)			

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

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.

5. What policies have been taken to ensure equal access to quality education for immigrant students? What/who have been the driving forces behind these initiatives? What results have been observed, if any?

The **New Arrivals Excellence Programme** (NAEP), launched in July 2007 by the Department for Children, Schools and Families, is an initiative to welcome pupils to school and offer the most effective provision for learning English as an additional language (EAL). This will ensure they can access the curriculum as quickly as possible. NAEP offers advice, guidance and training as well as a comprehensive list of websites and resources for local authorities and schools.

<http://www.standards.dfes.gov.uk/primary/publications/inclusion/newarrivals/>

There will be times when withdrawal provision for new arrivals is most appropriate, even though this should be a very small proportion of the school week. However, it is discriminatory to educate certain groups of learners separately. Withdrawal or induction classes should be organised in the same way as any other form of intensive intervention: there should be clear criteria for the intervention, clear objectives and outcomes, regular review of the impact of the intervention and a time limit.

Careful thought needs to be given in placing a new arrival in a particular class as social integration and a feeling of belonging will be very important at the beginning. New arrivals should not be placed routinely with special educational needs (SEN) groups, or in lower sets, as they will need appropriate cognitive challenge, good models of English and good models of behaviour. In secondary schools it might be appropriate to place a new arrival out of year (for example in Year 9 instead of Year 10) but the implications of this need to be thought through and agreed by the parents or carers.

III. Participation

6. Is there any evidence that immigrant children are **overrepresented in special education**² (please provide data if available)? What are the criteria to decide on streaming of students into special education? Have any measures been taken to reduce the number of immigrant students being streamed into special education?

In England, the Education Act 1996 requires all schools (ie mainstream and special schools) to use their best endeavours to make suitable provision available for all children with special educational needs (SEN). It also requires local authorities, schools and early year's settings to have regard to the SEN Code of Practice which provides advice on providing for pupils' special educational needs.

The SEN Code of Practice explains there is a continuum of special educational needs and that, where necessary, increasingly specialist expertise should be brought to bear on a child's difficulties. The Code describes this as a graduated approach to addressing children's special educational needs. The Code suggests that where a child's difficulties are not ameliorated through a mainstream school's usual approaches to teaching and learning, staff should decide on additional or different interventions at School Action. If little or no progress continues to be made, mainstream school staff should consider seeking external support through School Action Plus. At this stage, external support services should be helping to develop interventions aimed at addressing a child's continuing barriers to achievement.

Where a child with SEN continues to make little progress in response to support provided through School Action Plus, the school should consider asking the local authority to undertake a statutory assessment of the child's SEN. A parent can request such an assessment at any time. A statutory assessment may result

2. "Special schools" are schools catering to students who have special educational needs such as learning difficulties or physical disabilities. For this purpose, these schools generally receive additional public and/or private resources.

in a statement of SEN being issued for the child, which sets out what support must be provided, and names the school the child will continue attending. This can include making a decision that a special school would be more appropriate for a particular child's needs. However, parents can state a preference for a particular school, and they have various rights of appeal - including against a decision not to provide a statement, and also against the school named on the statement (whether it is a special school or a mainstream school).

The Education Act 1996, as amended by the SEN and Disability Act 2001, says that local authorities must comply with parents' stated preference for a maintained school (including a mainstream school) unless:

- * the school is unsuitable to the child's age, ability, aptitude, or SEN: or
- * the placement would be incompatible the efficient education of the other children at the school; or
- * the placement would be incompatible with the efficient use of resources.

In this context, the Department's statistics indicate that 1.097% of pupils attended special schools in 2007. This compares with 20% of children who had been identified as having special educational needs.

Table 3: Primary, secondary and special schools¹: number and percentage of pupils by ethnic group
Year: January 2008
(Provisional)
Coverage: England

	Pupils of compulsory school age and above								
	Primary Schools ²			Secondary Schools ^{2,3}			Special Schools ⁴		
	Number	Percentage ⁵	Incidence	Number	Percentage ⁵	Incidence	Number	Percentage ⁵	Incidence
White	2,609,120	80.0	48.4	2,710,660	82.5	50.3	69,560	82.2	1.3
White British	2,474,960	75.9	48.2	2,594,630	78.9	50.5	67,020	79.2	1.3
Irish	11,250	0.3	47.6	12,090	0.4	51.2	280	0.3	1.2
Traveller of Irish heritage	2,840	0.1	72.1	1,010	0.0	25.6	90	0.1	2.3
Gypsy/ Roma	5,690	0.2	64.9	2,920	0.1	33.3	160	0.2	1.8
Any other White background	114,390	3.5	52.9	100,020	3.0	46.2	2,000	2.4	0.9
Mixed	127,320	3.9	55.4	99,430	3.0	43.3	2,900	3.4	1.3
White and Black Caribbean	41,280	1.3	53.4	35,000	1.1	45.2	1,070	1.3	1.4
White and Black African	14,070	0.4	58.4	9,730	0.3	40.4	310	0.4	1.3
White and Asian	26,760	0.8	56.3	20,240	0.6	42.6	510	0.6	1.1
Any other Mixed background	45,200	1.4	56.0	34,460	1.0	42.7	1,020	1.2	1.3
Asian	288,620	8.9	53.8	241,860	7.4	45.1	5,940	7.0	1.1
Indian	79,430	2.4	49.3	80,410	2.4	49.9	1,310	1.5	0.8
Pakistani	120,740	3.7	56.4	90,370	2.7	42.2	3,100	3.7	1.4
Bangladeshi	50,290	1.5	57.6	36,280	1.1	41.5	750	0.9	0.9
Any other Asian background	38,170	1.2	51.7	34,810	1.1	47.2	790	0.9	1.1
Black	155,320	4.8	53.0	133,570	4.1	45.6	3,970	4.7	1.4
Black Caribbean	46,390	1.4	50.4	44,390	1.4	48.2	1,310	1.6	1.4
Black African	91,620	2.8	54.5	74,310	2.3	44.2	2,060	2.4	1.2
Any other Black background	17,310	0.5	52.8	14,860	0.5	45.3	600	0.7	1.8

Chinese	10,930	0.3	44.1	13,600	0.4	54.9	250	0.3	1.0
Any other ethnic group	42,350	1.3	53.9	35,450	1.1	45.1	760	0.9	1.0
Classified¹	3,233,660	99.2	49.4	3,234,580	98.4	49.4	83,380	98.6	1.3
Unclassified⁶	27,620	0.8	34.0	52,460	1.6	64.5	1,220	1.4	1.5
Minority Ethnic Pupils⁷	758,710	23.3	53.6	639,950	19.5	45.2	16,360	19.3	1.2
All pupils⁸	3,261,280	100.0	49.2	3,287,030	100.0	49.6	84,590	100.0	1.3

Source: School Census

1. Pupils of compulsory school age and above were classified according to ethnic group. Excludes dually registered pupils.
2. Includes middle schools as deemed.
3. Includes CTCs and Academies.
4. Includes maintained and non-maintained special schools. Excludes General Hospital Schools.
5. The number of pupils by ethnic group expressed as a percentage of all pupils of compulsory school age and above.
6. Information refused or not obtained.
7. Includes all pupils classified as belonging to an ethnic group other than White British.
8. All pupils of compulsory school age and above.

Totals may not appear to equal the sum of the component parts because numbers have been rounded to the nearest 10.

7. Is there any evidence that immigrant students are **overrepresented in lower tracks of secondary education** (please provide data if available)? If yes, have any initiatives been taken to postpone the age of tracking or to adjust criteria used for tracking decisions? If yes, please describe if there are documents, if any, which report on the results of such initiatives.

Only a small minority (less than 5%) of UK pupils follow a tracked system. Tracking (eg selection on ability in grammar schools) doesn't take place in Scotland or Wales. In England only around 5% of schools are grammar schools, where pupils typically join after age 11. In Northern Ireland the system is wide spread but the government recently moved towards widening access to grammar schools.

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

9. What policies have been taken to promote equal participation in school by immigrant students? What/who have been the driving forces behind these initiatives? What results have been observed, if any?

See question 11

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
Country	Pre-primary childcare	Public					
		Private					
	ISCED 0	Public	702,195				
		Private	287,401				
	ISCED 1	Public	4,276,465				
		Private	241,153				
ISCED 2	Public	2,142,751					
	Private	143,154					

Notes:

Figures above relate to 2005/06 (Source: UK UOE return)

See notes from table 1.

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						
	ISCED 0	3-4 (2-3 in NI)	90%				
	ISCED 1	5-10 (5-11 in S, 4-10 in NI)	100%				
	ISCED 2	11-13 (11-14 in S)	100%				
Notes: NI = Northern Ireland, S = Scotland							

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				
	ISCED 2					
Notes: Schooling is compulsory through to ISCED 3 in the UK so in theory no one can drop out.						

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					
ISCED 2						

Notes: Data are not collected in the UK but are negligible.

(These data are collected in worksheet ENRL3 of the annual UOE data collection. Results are presented on the UNESCO website)

IV. Learning Outcomes

10. 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	✓	✓	✓
✓ Curriculum promotes intercultural education	✓	✓	✓
✓ Employment of school leaders, teachers or support staff with immigrant background	✓	✓	✓
✓ Professional development programmes for school leaders to prepare them to respond to the needs of immigrant students			
✓ Professional development programmes for teachers/ educators to prepare them to respond to the needs of immigrant students			
✓ Employment of staff with a school-home liaison mandate			
✓ Counselling and guidance to promote transition to higher levels of education			
✓ Other (please specify)			

11. 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	✓	✓	✓
✓ <u>Extracurricular support</u> : Immigrant students receive individualised support in addition to regular instruction (outside the mainstream classroom)	✓	✓	✓
✓ <u>Extracurricular group tuition</u> : Immigrant students are grouped together separately for additional instruction (outside the mainstream classroom)			
✓ Mentors / tutors for immigrant students to provide general support			
✓ Additional diagnostic testing of students			
✓ Other (please specify)			

12. 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	✓	✓	✓
✓ Immersion with systematic support in the language of instruction (L2)			
✓ Immersion with a monolingual preparatory phase in the mother language (L1)			
✓ Immersion with a monolingual preparatory phase in the language of instruction (L2)			
✓ Transitional bilingual education with a gradual shift to the language of instruction (L2) only			
✓ Maintenance bilingual education to develop proficiency in both the mother language (L1) and the language of instruction (L2)			

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

13. 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					
	ISCED 0	100%				
	ISCED 1	100%				
	ISCED 2	100%				
	ISCED 3					
Notes: Schooling is compulsory through to ISCED 3 in the UK so in theory there is 100% transition.						

V. General policy issues and funding

14. Please describe the policy issues that are on the current education reform agenda concerning immigrant students in your country. Please also summarise current public debate on the issues in your country.

See Q 11 and 16

15. Please indicate the total public resources spent on the education of immigrant children. Please list relevant ministries who are allocated the public resources and specify the amount that each ministry is allocated to. Please provide the figures in local currency. Of the total public funding, please indicate the allocation to the ministry of education in local currency. Please specify how the funding has been allocated among different types of programmes or institutions (*e.g.* national programmes, block grants to institutions, additional grants to institutions, funding per capita, seed-funding for pilot projects, etc.)?

We do not allocate funding specifically for immigrant children. They are funded on the same basis as other children and additional resources are identified on the basis of need, as they are for any other child.

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