

SUCCESSSES AND CHALLENGES FOR MIGRANT EDUCATION

- Around 10% of students speak a language other than Danish; the largest groups come from Turkey, the Middle East, Iran, the former Yugoslavia and Pakistan.
- On average, immigrants have more disadvantaged family backgrounds and are more likely to experience poverty and/or unemployment than native Danes.
- Students from less advantaged families and those who do not speak Danish face the greatest challenges in achieving good academic results in both general and vocational education.
- Immigrant students are significantly weaker in reading, mathematics and science than native Danish students at age 15.
- On completion of *Folkeskole*, immigrant students are more likely to go to the vocational education and training (VET) sector than native Danish students.
- In VET programmes, less than 40% of immigrant students complete their chosen programme, compared to half of their native Danish peers.

POLICIES TO IMPROVE MIGRANT EDUCATION

- Provide training to leaders and teachers in schools and VET colleges.
- Mainstream language support offered across all municipalities and school types.
- Involve immigrants' parents and communities as partners in children's education.
- Adapt teaching and learning in VET to increasingly diverse learner needs.
- Reinforce the existing policy framework to improve equity in education.
- Ensure greater consistency of support for immigrants across all schools and municipalities.
- Strengthen monitoring and evaluation at all levels of the system to ensure that migrant education policies are implemented and effective.
- Build support for an appreciative approach towards diversity and the immigrant population as assets that open opportunities for Denmark.

FURTHER READING

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