

# OECD Policy Review of Migrant Education



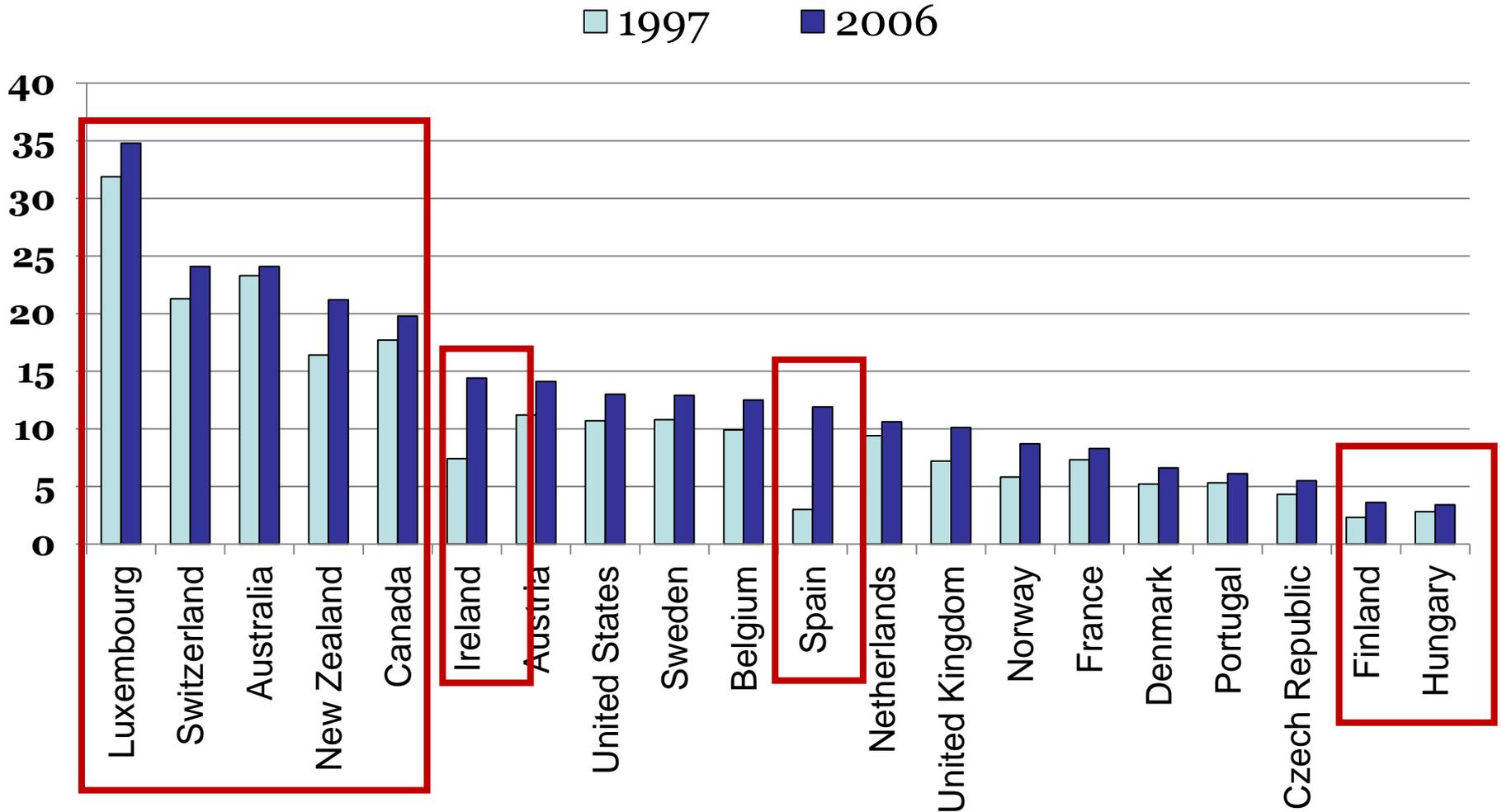
## Key Findings from the Review

- **Brief Background**
- **Key Findings**

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12 February 2010

# Brief Background

Stock of foreign-born, as percentage in population



## Project's overarching question

# What policies will promote successful education outcomes of first and second generation immigrant students?

- **Focus:**
  - **Education outcomes** (Student Performance, Participation, Access) vs labour market outcomes
  - **Education policies** vs immigration, housing, social and labour market policies
- **Scope:** Pre-school, primary and secondary education
- **Review countries (6 countries):** Austria, Denmark, Ireland, the Netherlands, Norway, and Sweden
- **Working methods:** Mix of quantitative and qualitative
  - Desk-based research: i) statistical analysis for **6 countries** +: national statistics, PISA, PARLS , ii) literature reviews, and country background reports, iii) mapping promising country examples
  - Fact-finding and policy review visits to consolidate the facts and suggest effective policy options for the countries concerned

# Presentation of Key Findings

**1 Facts: Education outcomes**

Student performance  
(Participation)  
(Access)

**2 Factors at play**

Student level factors  
School/ system level factors

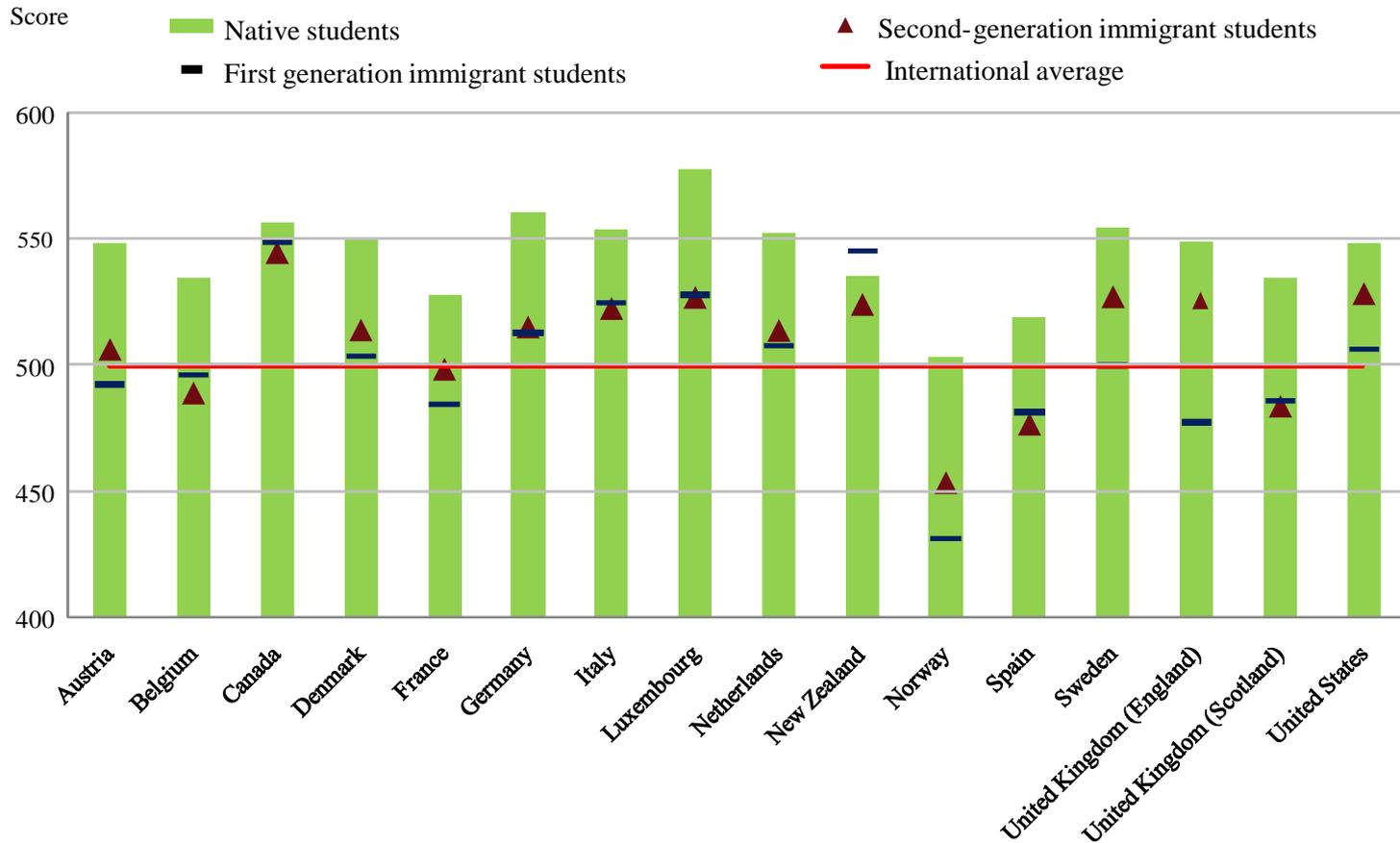
**3 Policy challenges and suggested policy options**

School level policies  
System level policies

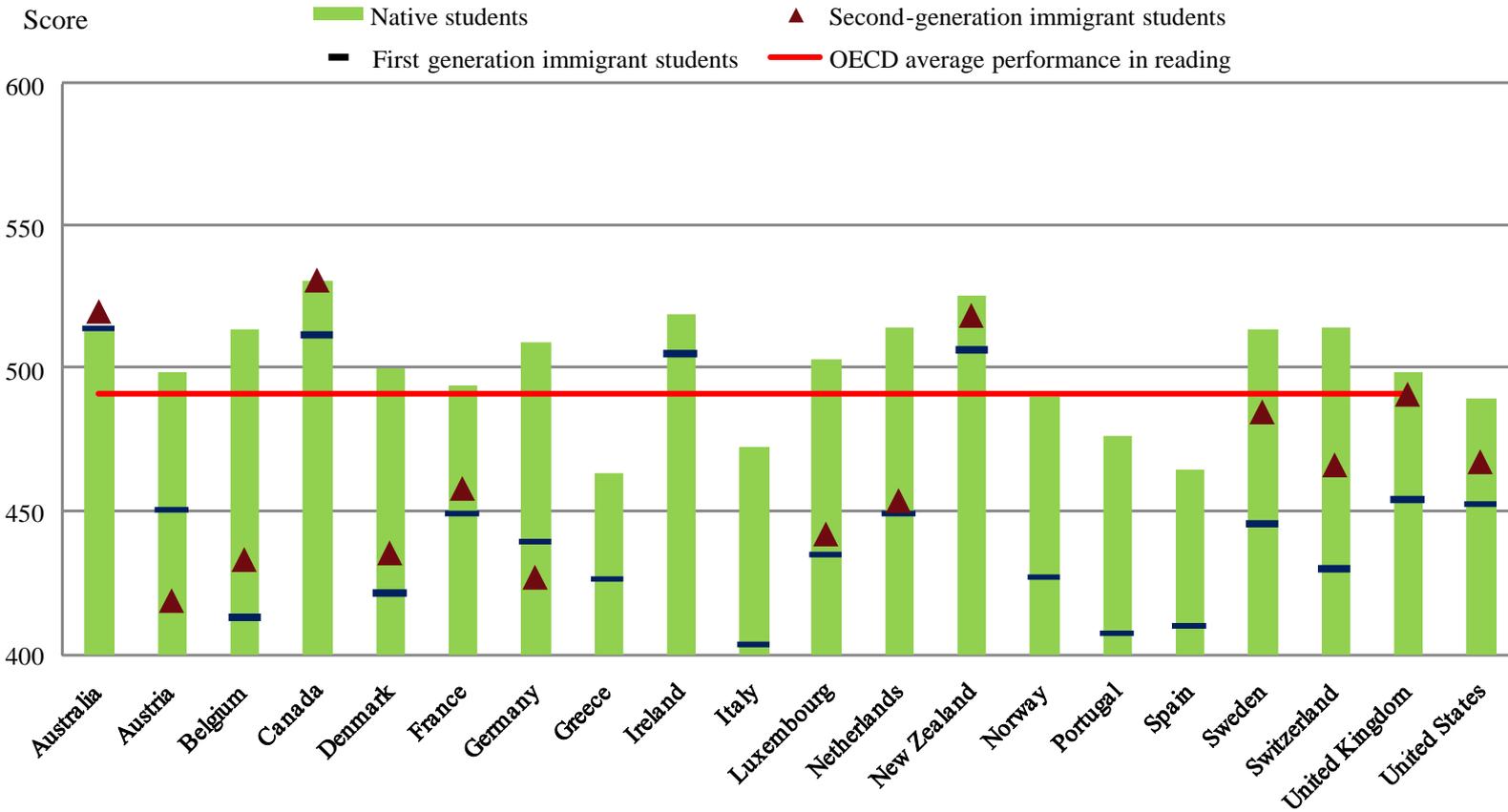
# 1. Facts

## Student Performance

- PIRLS shows: In Grade 4, performance differences in reading are observed in many countries.



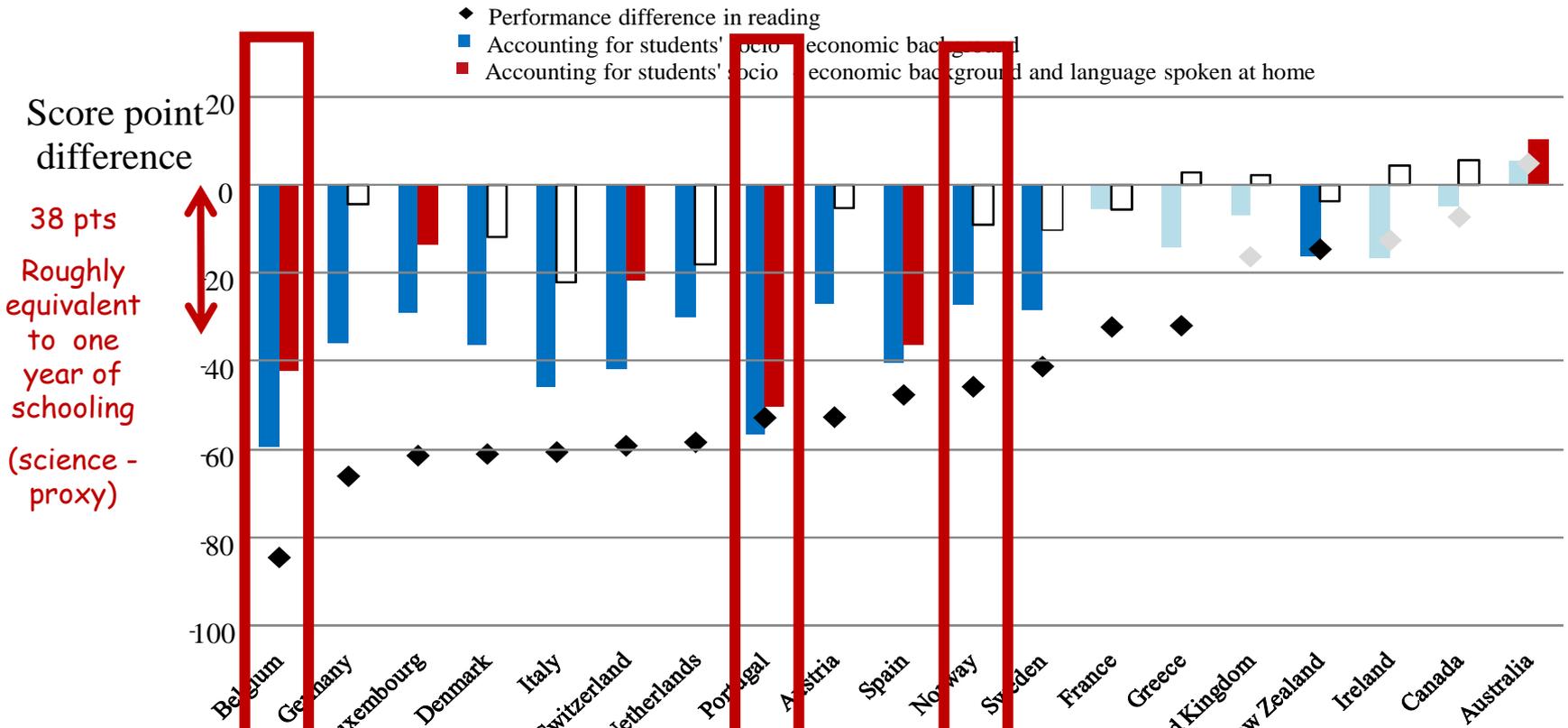
- PISA shows: At age 15, marked performance differences in reading are observed.



38 pts  
 Roughly equivalent to one year of schooling (science - proxy)

# 2 Factors: What can explain the gap/ non-gap?

## Student-level factors



- “SES” and “speaking a different language at home” largely explain the performance gap between the two groups in many countries. But they are not the only reasons.
- Other student-level factors: availability of educational resources at home, reading at home at a young age, and participating in ECEC, etc.
- **School/ system- level factors:** more hours in language learning in regular class, socio-economic composition of school, (mixed results on concentration) etc.

# 3 Suggested policies: What are the main policy challenges? What are the effective options?

## School level policies

### Main Challenges

### Examples of suggested policy options

#### Language support

- Integrate language and content learning
- Ensure continuous support and cooperation
- Value and validate mother language proficiency

#### Teaching and learning environments

- Train all teachers for diversity
- Recruit more teachers with a migrant background
- Strengthen leadership through guidelines and training

#### Parental and community engagement

- Support parents for better knowledge about education system
- Remove language barriers for immigrant parents
- Support learning for after-school time and summer holidays

## System level policies

### Main Challenges

### Examples of suggested policy options

#### Managing variations and concentration

- Establish a legal and financial framework
- Identify what works and promote knowledge sharing
- Improve quality in schools with high concentration of immigrant students

#### Funding effectively

- Concentrate funding on language support
- Target particular groups/ areas/ schools, etc.
- Evaluate use and cost effectiveness

#### Monitoring and evaluation

- Centrally monitor quality and equity
- Improve data quality and coverage
- Train teachers to carry out effective monitoring in classroom