Key Findings from the Review

• Brief Background
• Key Findings

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Workshop on Equity
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Brief Background

Stock of foreign-born, as percentage in population

- Luxembourg
- Switzerland
- Australia
- New Zealand
- Canada
- Ireland
- Austria
- United States
- Sweden
- Belgium
- Spain
- Netherlands
- United Kingdom
- Norway
- France
- Denmark
- Portugal
- Czech Republic
- Finland
- Hungary
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

2 Factors at play

3 Policy challenges and suggested policy options

Student performance (Participation) (Access)

Student level factors
School/ system level factors

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.

Score

Native students
First generation immigrant students
Second-generation immigrant students
OECD average performance in reading

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

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<tr>
<th>Main Challenges</th>
<th>Examples of suggested policy options</th>
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| **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

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| 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 |