

**DIRECTORATE FOR EDUCATION
EDUCATION POLICY COMMITTEE**

Group of National Experts on the Education of Migrants

THEMATIC REVIEW ON MIGRANT EDUCATION

Guidelines for Country Background Reports

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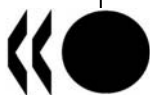


TABLE OF CONTENTS

GUIDELINES FOR COUNTRY BACKGROUND REPORTS	3
Introduction	3
SECTION I: GENERAL INSTRUCTIONS	4
Background	4
Overarching policy question	4
Focus interventions	5
General notes for the questionnaire	5
Types of questions	6
Countries with multiple educational jurisdictions	6
Technical notes for the questionnaire	6
Type of immigrants considered	7
Focus levels covered	7
Year covered	8
Timeline	8
SECTION II: QUESTIONNAIRE	9
Part I. General information	9
1. Socio-economic and regional contexts	9
2. Immigrant students characteristics	11
3. Family backgrounds	11
Part II. Quantitative data and research evidence	12
1. Basic aggregate data on immigrant students	12
2. Existing national data	19
3. Research	19
Part III. School policies and practices	20
1. Access	20
2. School information, communication and leadership	23
3. Curricula and textbooks	26
4. Teachers, pedagogy and academic counselling	27
5. Targeted interventions for immigrant students ‘at risk’	28
Part IV. Role of community	30
1. Cluster – desegregation, segregation or self-segregation	30
2. Provision of support programmes by communities	30
Part V. Government policies and approaches	30
1. Policy approach to immigrant students	30
2. Funding	30
3. Policy coordination	31
4. Policy design, implementation, interventions, and evaluation	32
REFERENCES	33
GLOSSARY	33

GUIDELINES FOR COUNTRY BACKGROUND REPORTS

Introduction

1. The purpose of this paper is to provide guidelines for countries to be reviewed to prepare country background reports prior to the thematic review visits. The paper has two sections: 1) General instructions and 2) Questionnaire.

2. The main objective of country background reports is to provide facts and existing evaluative information in order to establish a knowledge base. This will be consolidated, as the project proceeds, with additional facts or counter-facts during the fact-finding mission [EDU/EDPC/MI(2008)3/REV1]. The consolidated knowledge base will feed into policy reviews. It will also form part of the main inputs into the synthesis report as the final output of the OECD Thematic Review on Migrant Education.

SECTION I: GENERAL INSTRUCTIONS

1. The General instructions set out:
 - background;
 - general note for the questionnaire;
 - technical note for the questionnaire; and
 - timeline.

Background

Overarching policy question

2. The overarching policy question was agreed at the first meeting of the Group of National Experts on the Education of Migrants: **what policies will promote successful education outcomes for first and second generation migrants?** In order to answer this question, the country background reports are expected to provide information so that the project may answer the following questions:

Access

- Do immigrant students have the same opportunities to access quality education as their native peers?
- What policies can ensure access to quality education for immigrant students, especially those from low socio-economic backgrounds?

Participation

- Do immigrant students participate (enrol and complete) as much as their native peers?
- What are the effective re-integration programmes for early school leavers, preventive interventions for potential early school leavers, and induction programmes for newly arrived immigrant students to encourage better integration into school?

Learning outcomes

- Do immigrant students perform as well as their native peers?
- What are the critical factors that explain the high performance or low performance of immigrant students (1st and 2nd generation)?
- What are the most effective integration policies and practices to raise the student performance of immigrant students?

3. The Group of National Experts on the Education of Migrants agreed to establish an *ad hoc* group on indicators to explore relevant and available indicators (both qualitative and quantitative) to answer the questions. Chaired by Mr. Anders Widholm of Sweden, the group provided guidance to the Secretariat.¹ With the agreed list of indicators, the Secretariat has prepared the guidelines for country background reports.

4. The Group also agreed to invite all member countries and observers to participate in reporting the situation of migrant education policies and practices in their countries. To this end, a short questionnaire will be prepared, some of the most relevant and applicable questions being extracted from the questionnaire and tailored to a wider use/context [EDU/EDPC/MI(2008)5].

Focus interventions

5. The focus of the country background reports is two-fold:

Descriptive

- To present the current picture of what is happening in terms of immigrant children's access to, participation in and performance at school, and what interventions are working and not working.

Analytical

- To present why certain interventions are working and others are not working (*e.g.* evaluative information done by research).

6. The questionnaire is not designed to provide a complete picture of immigration policies and practices or to compare whole education systems. The focus is by definition on **migrant education policies and practices**. However, some questions concerning **general immigration and integration policies and approaches** are asked in order to place education policies in overall national policy contexts. Where applicable, **comprehensive education systems or measures** from which immigrant students may benefit are also considered for analysis.

General notes for the questionnaire

7. Migrant education is a field where policies are in flux in comparison to other education fields where extensive policy research has been carried out with a long established history. Very few international research projects have been carried to collect data and analyse it in a systemic way. The Secretariat is thus aware that the internationally comparable country background reports may face difficulties due to definitional problems, contextual differences and a lack of comparable data. However, identifying a knowledge gap about migrant education across countries may in itself help countries to learn from peers and identify the priorities for future research and policy evaluation. To this end, certain questions (both quantitative and qualitative) are included, although the Secretariat is aware that some countries may find these questions difficult to answer.

1. The Secretariat wishes to thank the delegates of Australia, Belgium (Flemish), Denmark, Finland, Italy, Ireland, New Zealand, Norway, Sweden, and UK for their interventions at the 1st meeting and/or their follow-up interventions *via* emails.

Types of questions

8. The questionnaire consists of two types of questions. One type asks for statistical information in table form. The other is asking for information with closed, semi-closed and open-ended questions, for which you are expected to respond directly to the questions in the Word document.

Statistical information

9. For the questions requesting statistical information (Part II.1), please complete every cell in the table. If you cannot provide the data requested for each cell, please indicate whether the data is 'missing' (m) or 'not applicable' (a).

Closed, semi-closed, and open questions

10. We are also aware that some countries may find some of the closed or semi-closed questions inapplicable to their country contexts and, therefore, may find them difficult to answer. In this case, please provide an open-ended answer to explain why the questions are inapplicable to the education system in your country and provide relevant information in response to the title of the sections.

11. When responding to open-ended questions, please ensure that the information supplied should be as succinct and precise as possible. At the end of each open-ended question, an estimated number of page(s) for your response is indicated, and where applicable and available, an attachment is requested (*e.g. [half a page and an attachment of datasets]*).

12. Once the information from all participating countries has been collected, we will put together comparative tables and a synthesis report of our comparative analysis. Before finalising the publication of the comparative data and analysis, countries will have an opportunity to confirm that the information concerning their system and data is accurate and that our analysis is not distorted by our factual misunderstanding of your country's situation.

Countries with multiple educational jurisdictions

13. For countries with multiple educational jurisdictions it might prove difficult to provide information at the country level. If at all possible, countries are asked to provide information about the *most common* situation for the particular aspect being addressed. This could be complemented with examples of specific practices in individual educational jurisdictions which would show the variability of practices within the country. Countries are free to provide information about as many educational jurisdictions as they want, but it cannot be guaranteed that such detailed information can be included in the published table.

Technical notes for the questionnaire

14. The questionnaire is designed to obtain both quantitative and qualitative information. Countries are asked to follow the numbering of questions (*e.g. I-1.1, II-1.1, etc.*) for each response – not making paragraphs by mixing all these questions. Clear-cut distinct responses will help facilitate the Secretariat's information processing and making comparative analysis. Where some responses maybe inter-related or overlap, please simply make reference to the number of questions where the response was already given so that you may not need to repeat the response.

15. Please find below basic definitions or defined scope which you will need in order to complete the questionnaire.

Type of immigrants considered

16. The focus of this review is on both first-generation and second-generation immigrants. As the issues for both groups may differ substantially, please provide data separately for first-generation and second-generation immigrant children². This information is essential for us to undertake meaningful analysis.

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.

17. In some countries, however, data may not be available for these two groups separately. To capture as much available data as possible, please provide information on the category of “foreign nationals”, if this category is more applicable in your country.

Foreign nationals

- Individuals not holding citizenship of the country of residence.

Focus levels covered

18. The scope was agreed by the Group of National Experts on the Education of Migrants to include: **pre-school (early childhood care and education), primary education** and **secondary education**. It was also agreed to include the issue of transition to tertiary education. Therefore, where applicable, countries may be requested to provide information for **tertiary education**. Unless otherwise indicated, please respond to the questions at all these levels, wherever applicable.

19. As an instrument to carry out international comparison, we intend to use the definitions of the International Standard Classification of Education (ISCED)³:

ISCED 0: Pre-primary education.

- Pre-primary education (ISCED 0) 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 0 does not intend to include early childhood care services as they are not considered as ‘organised instruction’. However, research indicates that early interventions are regarded as important especially for immigrant children and, therefore, studies often make distinctions

2. Native-born children with one native parent will be included in the native children’s category – this is consistent with PISA.

3. OECD (2004) OECD Handbook for Internationally Comparative Education Statistics: Concepts, standards, definitions and classifications.

between **pre-primary child care** for 0-3/4 (before the age for pre-schooling in some countries) and **pre-primary childhood education** for 3/4-5 and 7 (pre-schooling before the compulsory school). To this end, please make distinctions and provide separate information for these categories, where applicable, in your country where information is asked for ISCED 0.

ISCED 1: Primary education.

- This level is compulsory in all countries and generally begins between five and seven years of age and 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. Instruction is often more subject-oriented than at ISCED level 2. The typical duration of ISCED level 3 varies from two to five years.

ISCED 4: Post-secondary non-tertiary level of education.

- ISCED 4 straddles the boundary between upper secondary and post-secondary education from an international point of view. Although their content may not be significantly more advanced than upper secondary programmes, they serve to broaden the knowledge of participants who have already gained an upper secondary qualification.

ISCED 5: Tertiary education.

- It is post-secondary education that is either: 1) Type A - largely theory-based with a minimum cumulative theoretical duration (at tertiary level) of three years' full-time equivalent, although they typically last four or more years; or 2) Type B - practical, technical or occupational skills-based with a minimum duration of two years full-time equivalent at the tertiary level.

Year covered

20. 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.

21. Some questions request information in time series. It is most preferable to receive the data from the 2006/07 school year and the one from five years or ten years ago, wherever available. This will help indicate change/no-change in the course of policy action.

Timeline

- Deadline: 31 August 2008.
- Addressed to Miho Taguma (Miho.Taguma@oecd.org) and Deborah Nusche (Deborah.Nusche@oecd.org).

SECTION II: QUESTIONNAIRE

The Questionnaire consists of five parts:

- Part I. General information
- Part II. Quantitative data and research evidence
- Part III. School policies and practices
- Part IV. Role of community
- Part V. Government policies and approaches

Part I. General information

1. Socio-economic and regional contexts

1.1 Please provide existing evidence from your own statistics (*e.g.* the proportion of immigrant children living in poverty in comparison with native children, etc.) or research that points to an observation that immigrant children suffer from a higher poverty rate than what is the case for native peers. [A summary of half a page and an attachment of datasets, if available.]

1.2 Immigration is a **regional phenomenon** in many OECD countries. Select the three ‘cities’ or ‘municipalities’ (according to an appropriate administrative unit of your country) that have the largest immigrant populations. For each city/municipality, please fill in the information in the table below. It would be preferable to indicate the ‘country of origin’ of immigrant groups, but if data is collected for ‘region of origin’ (*e.g.* Caribbean or Sub-Saharan Africa) in your country, please select the unit that is most appropriate in your context. (Note: Please see reference Table 1 overleaf. If your country is included in the reference table, you could either confirm the given data or update the data, if applicable.)

Cities or regions	Total population	Share of immigrant population in the total population (%)	Up to five main immigrant groups (country of origin) in decreasing order of importance (<i>e.g.</i> China, Pakistan, India)	Data source and year
1.				
2.				
3.				

Table 1. Example of regional information

Country	City	Population ¹	% migrants eth. minority ²	Main ethnic groups ³	Data source/year
BEL	Antwerp	453 000	13	Mo, Tu, EE	CT/96
BEL	Brussels	953 000	29.4	Mo, EU	RT/98
BEL	Liege	189 000	17.6	It, Mo, Tu, Sp	CT/98
FRA	LaCorneuve	34 000	25	Al (40%), Pt, Sp, It, Mor	IP/87
FRA	Lille	170 000	15	Mo, Al	RT/90
FRA	Marseille	800 000	11	MA (mostly Al).	RT/90
DEU	Berlin	3 500 000	11.7	Tu, Yu, Pl, ME, EU	BH/93
DEU	Cologne	1 013 000	18.6	Tu, It, Yu, Gr, Pt	CT/97
DEU	Frankfurt	660 000	28.3	Yu, Tu, It, Mo, Gr, Sp	WM/94
DEU	Stuttgart	566 000	24	Tu, Yu, Gr, It	EL/96
DEU	Athens	770 000	18-22 (est.)	Albania (over 50%), Pl, Eg	CT, RT/91
ISR	Tel Aviv	349 000	5-15 (est.)	AF, EE, SA, EA (est.)	RT/97
ITA	Milan	1 300 000	7	Eg, Ph, Ch, Mo, EU	U/98
ITA	Rome	2 808 000	5.5	EE, EA, MA, AF	Ca/01, Co/01
ITA	Turin	915 000	2.8 - 3.5	Mo, Peru, EE, AF	CT/97, LI/99
NLD	Amsterdam	731 000	35.8	CA, Mo, Tu, SE	RT/00
NLD	Rotterdam	591 000	32.3	CA, Tu, Mo, SE	CT/98
NLD	Utrecht	230 000	11.3	Mor (14,000)	BH/90
POR	Oeiras	151 000	est. 5	Cap Verde, AF	CT/92
ESP	Barcelona	1 509 000	2 - 3	Mo, Peru, EU, Gipsy	CT/96, LI/99
SWE	Stockholm	Ca. 700 000	17 (metrop.)	Finland, Chile, Yu, Tu, AF, EA	CT/97
CHE	Zurich	336 000	28	It, Yu, Sp, Pt, EU	CT/95
GBR	Birmingham	961 000	21.5	Pk, CA, India	RT/91
GBR	Bradford	457 000	20	Pk, India, CA, Bangladesh	LI/99
GBR	Sheffield	501 000	5	Pk, CA, Ch	LI/99

1. Municipal population (not including irregular migrants), rounded to nearest '000. Figures for some of the cities are for metropolitan area (e.g. Athens, Brussels, Marseille, Stockholm).
2. Definitions vary from city to city. Figures here generally exclude irregular migrants (except estimates e.g. Athens, Tel Aviv) and sometimes exclude foreign residents from OECD countries (e.g. Amsterdam). Large irregular migrant population may significantly raise the percentages for some cities noted here.
3. Ethnic groupings follow definitions used by source for each city. Est. = estimated AF=Sub-Saharan Africa CA=Caribbean EA=E.Asia, EE=E.Europe, EU=Eur.Union, MA=Maghreb, ME=Middle East, SA=S. America, SE=S.Europe, Al=Algeria, Ch=China, Eg=Egypt, Gr=Greece, It=Italy, Mo=Morocco, Ph=Philippines, Pk=Pakistan, Pl=Poland, Pt=Portugal, Sp=Spain, Tu=Turkey.

Data source :

BH: Boussetta, H., 2000.

Ca/Co: Caritas Dossier 2001, www.comune.roma.it/dipsociale.

CT:'City Templates' of MOST-MPMC project (1999-2001).

EL:ELAINE - European Local Authorities Interactive Network for Ethnic Minority Policy, 1997.

FL: Friedmann and Lehrer, 1997.

IP: Ireland, P., 1994.

LI: LIA -Local Integration/Partnership Action, 2000.

RT: Rogers, A. and J. Tillie (eds.), 2001.

U:URBEX - Spatial Dimensions of Urban Social Exclusion and Integration: www.frw.uva.nl/ame/urbex

WM:Winter and Musterd, 1998.

Source: METROPOLIS 2001 paper by Michael Alexander

1.3 Of the three selected cities/municipalities, please select the city/region that has the biggest immigrant population. Within the city/region, please identify the areas/districts that are concentrated by immigrant population and please describe the characteristics of schools in these areas/districts of the city/region. The description of the characteristics may include the availability of special resources allocated to these schools, compared to other schools without immigrant children; any difference in teacher salaries; any difference with teachers' cultural backgrounds; etc. [a summary of half a page and an attachment of any statistical information, if available].

1.4 Are these areas of the city/municipality identified as 'deprived areas'? If yes, please describe the deprivation measures that you use and if datasets are available, please provide. If the deprivation measures include 'education', please specify what indicators are used for education (e.g. Scottish Index of Multiple Deprivation). [Half a page and an attachment of datasets.]

2. Immigrant students characteristics

2.1 Please provide evidence of any indication of immigrant students' proficiency of the language of instruction (L2) for first and second generation immigrant students (e.g. the results of national reading tests, results of assessment upon their arrival, etc.) [One page of description or summary of available information, and an attachment of any available datasets or reports.]

2.2 Please provide information, if available from your national data, on the average duration of stay of the immigrant children. [One to two paragraphs of summary of available information, and an attachment of any available datasets or reports.]

2.3 Please provide information, if available from your national data, on the average age of arrival of the immigrant children for the past 15 years. [One to two paragraphs of summary of available information, and an attachment of any available datasets or reports.]

3. Family backgrounds

We intend to collect information on 'parents' of immigrant children. If the requested information is not available, we will supplement with the overall data of immigrant populations, which may include immigrants who do not have children.

3.1 Please describe the socio-economic backgrounds of average immigrant parents in your country. Please provide information, if available from your national parent surveys, which indicates the average household incomes of immigrant parents and native parents. [Half a page to one page of description and an attachment of any statistical information, if available.]

3.2 Please describe the occupational and educational backgrounds of average immigrant parents in your country. Please provide information, if available from your national parent surveys, which indicate the major occupational status and educational levels of immigrant parents and native parents, if possible with breakdown by gender (father – mother)⁴. Please also provide information, if available from your national parent surveys, which indicate the major immigrant parents' status in your country: 1) temporary or long-term, 2) low skilled labour or highly skilled, and 3) political and economic rationale (refugee/asylum seekers or labour migrants). [Half a page to one page of description and an attachment of any statistical information, if available.]

4. The *ad hoc* group on indicators suggested that there would be no available data broken down by gender. However, in the data sets of a longitudinal data from Australia, such information may be available. Therefore, we will leave space for capturing the gender breakdown. If such data is not available, it is not mandatory to provide the breakdown.

Part II. Quantitative data and research evidence

1. Basic aggregate data on immigrant students (Tables 1.1-1.6)

Technical notes

Please complete Tables 1.1 to 1.6. No cell should be left blank.

Missing information: If you cannot provide the requested data please use the following two symbols to denote missing information: **m = information missing; a = not applicable**. If the information is not applicable because the definition or category does not apply to your country's situation, please provide a definition or a category that your country adopts under 'Notes' and provide the available data.

Years covered: All data is requested for the school year 2006/07. If available, please add additional tables with data from the years 2002/03 and 1997/98 to indicate developments over time.

Public versus private schools: Except in Table 1.1, data is requested for **public schools only**. However, if your country has an important proportion of private schools that needs to be considered in the analysis, please feel free to provide additional information for private schools. An institution is classified as **public** if ultimate control rests with 1) a public education authority or agency or, 2) a governing body (Council, Committee, etc.) most of whose members are appointed by a public authority or elected by public franchise.

Table 1.1. 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
	Pre-primary childcare	Public					
		Private					
	ISCED 0	Public					
		Private					
	ISCED 1	Public					
		Private					
	ISCED 2	Public					
		Private					
	ISCED 3	Public					
		Private					

Notes:

Table 1.2. 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						
	ISCED 1						
	ISCED 2						
	ISCED 3						
Notes:							

Table 1.3. 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
	Pre-primary childcare					
	ISCED 0					
	ISCED 1					
	ISCED 2					
	ISCED 3					
Notes:						

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 1.4. 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
	Pre-primary childcare					
	ISCED 0					
	ISCED 1					
	ISCED 2					
	ISCED 3					
Notes:						

Table 1.5. 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					
	ISCED 1					
	ISCED 2					
	ISCED 3					
	ISCED 4					
Notes:						

Table 1.6. 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)			
	ISCED 3	1)			
		2)			
		3)			
Notes:					

2. Existing national data

Access & Participation

2.1 Is there any evidence in your country that immigrant children are **underrepresented in early childhood education and care** (please provide data if available)? If there is research that points to obstacles to their participation in early childhood education and care (ECEC), please make a reference. Also, please describe if any policy initiatives have been launched to increase their participation. Please also describe if there are documents, if any, which report on the results of such initiatives. This may be related to or overlap Questions 4.3-4.8 in Part V. [Half a page to one page of description and an attachment of any statistical information, if available.]

2.2 Is there any evidence that immigrant children are **overrepresented in special education**⁵ (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? Please also describe if there are documents, if any, which report on the results of such measures. This may be related to or overlap Questions 4.3-4.8 in Part V. [Half a page to one page of description and an attachment of any statistical information, if available.]

2.3 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. This may be related to or overlap Questions 4.3-4.8 in Part V. [Half a page to one page of description and an attachment of any statistical information, if available.]

2.4 Is there any evidence of **gender disparity** in enrolment (please provide data if available)? For example, are female immigrant children particularly underrepresented in ECEC, or male immigrant children particularly overrepresented in special education and lower tracks of secondary education? [Half a page to one page of description and an attachment of any statistical information, if available.]

Student performance

2.5 We will use PISA, TIMSS, TIMSS-R and PIRLS where available and applicable for international comparison. If you have information available from any nationally or regionally administered tests within your own country that indicate comparison between immigrant students and native students, or 'school readiness assessment' for pre-school children, please provide the data with respect to the available dependent variables collected in your research (e.g. family's socio-economic and cultural backgrounds, country of origin, regions, school types, between-school differences, within-school differences, etc.). [One to two page summary of the findings from your tests, and attachments of any reports or research and datasets, if available.]

3. Research

3.1 In your country, is there research that has identified success factors among immigrant students? If yes, please provide a summary of such research results with a list of available research and its review. Please provide longitudinal data or data analysis reports, if available. The success factors should explain why they are able to perform at school as much as or better than their native peers, they do not drop out from school as much as their native peers, or they are able to attend schools that have advantageous

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

characteristics. Special attention should be made if they are from disadvantaged backgrounds and, nevertheless, succeed at school. [One- to two-page summary and attachments of any reports or research and datasets, if available.]

3.2 In your country, is there research that has identified factors that segregate rather than integrate immigrant students or obstacles for them to have access to quality education, participate in and complete education at school, and perform well in school? If yes, please provide a summary of such research results with a list of available research and its review. Please provide longitudinal data, if available. [One to two page summary of the findings from your tests, and attachments of any reports or research and datasets, if available.]

Part III. School policies and practices

Technical notes

Public versus. private schools: In this part, we are requesting information for public schools only. An institution is classified as **public** if ultimate control rests with 1) a public education authority or agency or, 2) a governing body (Council, Committee, etc.) most of whose members are appointed by a public authority or elected by public franchise.

However, if your country has an important proportion of private schools that needs to be considered in the analysis, please feel free to provide additional information for private schools. You may either provide an explanatory paragraph or add an additional box where you mark the relevant information for private schools.

Contextual information: We are aware that some of the questions concerning 'policies' in this section may appear irrelevant in your country without an explanatory note to accurately interpret your answers. Given that school policies may be a matter of national policies in centralised countries and a matter of individual schools' policies in decentralised systems, each question needs to be answered with contexts. To this end, please provide additional information, wherever necessary.

1. Access

Admission processes

1.1 Can parents request a school of their choice for their children?

ISCED (public schools)

	0	1	2	3	4
✓Yes, parents may request a school of their choice for their children					
✓No, admission is according to residence in the school catchment area					
✓Admission is primarily according to residence in the school catchment area but exceptions are possible (please specify below)					

For 15-year-old students, reference is available from OECD (2007), chapter 5.

1.2 Can schools select their students?

ISCED (public schools)

	0	1	2	3	4	5
✓ Yes						
✓ Only when the school is oversubscribed						
✓ No						

For 15-year-old students, reference is available from OECD (2007), chapter 5.

1.3 If the answer to Question 1.2 is 'Yes', please describe the criteria used to select students. Please select more than one, if you use mixed criteria.

ISCED (public schools)

	0	1	2	3	4	5
✓ Not applicable (answer to Question 1.2 is 'No')						
✓ Distance between home and school						
✓ Students' academic records (e.g. grades, placement tests)						
✓ Recommendations from feeder schools						
✓ Parents' endorsement of the instructional philosophy of the school						
✓ Parents' endorsement of the religious philosophy of the school						
✓ Students' needs or desires for a specific programme						
✓ Past-or present attendance of other family members at the school						
✓ Measures of students' socio-economic background (e.g. family income)						
✓ Student immigrant background (please specify. e.g. to ensure an equal mix of native and immigrant backgrounds)						
✓ First-come, first-serve						

For 15-year-old students, reference is available from OECD (2007), chapter 5.

Accessibility

1.4 Do students have **free access** to education and care in your country? If there are specific support measures to cover textbooks and transportation fees for certain target groups, please provide some explanatory notes on such measures. [Half a page explanatory note, if applicable.]

ISCED (public schools)

	0	1	2	3	4
✓ Yes					
✓ Yes, in some schools [please indicate the % of schools for each ISCED level. If no exact figures are available, please provide your best estimate and add "est" (e.g. 50% est)]					
✓ No					

1.5 If students/parents are expected to pay for school fees, please provide the **average** annual school fee (e.g. "2 000 [current local currency]"). If this is not possible, please provide a range (e.g. "2 000 – 10 000 [current local currency]").

1.6 Are there induction programmes that are systematically provided to newly arrived immigrant students and/or their parents to ensure their enrolment into school and support their integration processes (other than language)? Please describe the contextual information, if necessary, whether such programmes are provided by a national or regional policy or by schools themselves. [Half a page explanatory note, if applicable.]

ISCED (public schools)

	0	1	2	3	4
✓ Yes, in all schools					
✓ Yes, in some schools [please indicate the % of schools for each ISCED level. If no exact figures are available, please provide your best estimate and add "est" (e.g. 50% est)]					
✓ No					

1.7 If the above answer is yes, please indicate the type of induction programmes. Please provide brief explanatory notes for each relevant type of programme. If there are any reports that point to positive effects of such programmes, please include references to such reports. [One paragraph per programme and, if available, an attachment of relevant reports.].

ISCED (public schools)

	0	1	2	3	4	5
✓ Not applicable (answer to above question is <i>No</i>)						
✓ 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						
✓ Family advisor						
✓ Organisation of social events for parents who are new to the locality						
✓ Other (please specify)						

For European countries, some reference is available from Eurydice (2004), chapter 4.

2. School information, communication and leadership

Data collection on students' performance and teachers' performance

For lower secondary education, some of the basic information is available from EAG 2007 (Indicator D5, p.418).

2.1 Are new entrants (*i.e.* students who enter this level of education for the first time in your country) tested by schools before being enrolled at school? Please describe how the results of such tests are used (*e.g.* decision on admission, decision on placement level, decision on special support measures, monitoring of immigrant students' performance, etc.) Please describe the contextual information, if necessary, if such testing is administered as a national assessment. [Half-a page to one-page summary.]

ISCED (public schools)

	0	1	2	3	4
✓ Yes, all new entrants					
✓ Yes, only new entrants with immigrant background					
✓ No					

2.2 If the answer to Question 2.1 is ‘Yes, only new entrants with immigrant background’, please describe what constitutes the testing?

ISCED (public schools)

	0	1	2	3	4
✓ Not applicable (answer to Question 2.1 is <i>No</i>)					
✓ Language proficiency assessment					
✓ Cultural assessment					
✓ Psychological assessment and care (<i>e.g.</i> for refugee students)					
✓ Subject matter assessment					
✓ Generic cognitive skills assessment					
✓ Other (please specify)					

2.3 Is there a national policy that schools collect data on students’ performance? If yes, please explain the objectives of the policy and describe how the data is collected (*e.g.* direct assessment of student knowledge and skills, indirect evidence of student progress such as student self-reporting on motivation and satisfaction, etc.). Please indicate if the data is disaggregated by immigrant students’ status (*e.g.* nationality, ethnicity, etc.). If a direct assessment is administered, please describe the contextual information, if necessary, if such testing is administered as a national assessment or by all or some schools themselves in a decentralised system. [One- to two-page summary.]

2.4 Do schools administer evaluation of teachers and teaching practices by the principal and/or external evaluators? If yes, please describe how the results of the evaluation are used (*e.g.* for public posting, evaluation in decisions about instructional resource allocation, evaluation on the principal’s performance, etc.) [Half a page to one-page summary.]

Communication, cooperation and outreach

2.5 Is there a policy requiring or encouraging schools in areas with high proportions of immigrant students to **reach out to parents** in order to improve the education outcomes of immigrant students? If yes, please briefly describe the policy. What are the types of outreach activities undertaken by schools to this end (*e.g.* assigning staff with a school/home liaison mandate, organising social events for parents, offering language courses to parents, education support courses for parents)? [Half a page summary.]

ISCED (public schools)

	0	1	2	3	4
✓ Yes					
✓ No					
✓ There is no such policy, but in practice, this type of outreach frequently occurs [please indicate the % of schools that have outreach activities to parents, for each ISCED level. If no exact figures are available, please provide your best estimate and add “est” (<i>e.g.</i> 50% est)]					

2.6 Is there a policy requiring or encouraging schools in areas with high proportions of immigrant students to cooperate with other schools, in order to improve education outcomes of immigrant students on a local level? If yes, please briefly describe the policy. What are the types of inter-school collaboration to this end (*e.g.* sharing bilingual staff, sharing teachers with a special mandate, common provision of small group tuition, development of information material)? [Half a page summary.]

ISCED (public schools)

	0	1	2	3	4
✓ Yes					
✓ No					
✓ There is no such policy, but in practice, this type of cooperation frequently occurs [please indicate the % of schools that cooperate in this sense, for each ISCED level. If no exact figures are available, please provide your best estimate and add "est" (<i>e.g.</i> 50% est)]					

2.7 Is there a policy requiring or encouraging schools in areas with high proportions of immigrant students to **cooperate with other agencies**, to facilitate access of immigrant students to social services and enhance their well-being and education outcomes? If yes, please briefly describe the policy and specify the following: What type of agencies do schools collaborate with (*e.g.* social service agencies, healthcare centres, the police, youth organisations, advocacy organisations, etc.); what types of collaboration are most common; what incentives that are given to schools; any effects reported as a result of such collaboration, etc. [One page maximum. Please attach evaluation reports in the annex, if available.]

ISCED (public schools)

	0	1	2	3	4
✓ Yes					
✓ No					
✓ There is no such policy, but in practice, this type of cooperation frequently occurs [please indicate the % of schools that cooperate with other agencies. If no exact figures are available, please provide your best estimate and add "est" (<i>e.g.</i> 50% est)]					

School leadership

2.8 Is there any research that points to the important role that school managers and leaders play in ensuring successful education outcomes of immigrant students? If yes, please describe the ways in which school managers/leaders have an impact and include references to such research. [Half-a-page summary and an attachment of relevant research.]

2.9 Are there training programmes for school managers and leaders that focus particularly on developing their knowledge and skills to improve access, participation and/or outcomes of immigrant students? If yes, please provide information: 1) if the training is mandatory or optional; 2) when the training is provided (pre-service or in-service, on the weekend, during the seasonal breaks, etc.); 3) the typical length of training; 4) contents of training; and 5) training providers. What are the results? [Half a page to one page. Please attach evaluation reports in the annex, if available.]

ISCED (public schools)

	0	1	2	3	4
✓ Yes					
✓ No					

3. Curricula and textbooks

3.1 Is there a language policy integrated in the curriculum (e.g. provision in the mother language of immigrant students (L1), bilingual or immersion/submersion programmes, etc.)? If yes, please briefly describe the policy. If there is research that points to either positive or negative effects of such policy on immigrant students' education outcomes, please attach the research reports. [Half a page. Please attach reports, if available.]

ISCED (public schools)

	0	1	2	3	4
✓ Yes					
✓ No					

Concerning language policies, reference is available from OECD (2006), chapter 5. Please update the information if there are recent changes in policies.

3.2 Is there a policy that curricula and textbooks should recognise diverse cultural backgrounds, besides language? If yes, please briefly describe the policy. If there are reports that point to any results or effects of such approach either on immigrant students or peer native students of the host country, please attach relevant reports. [Half a page. Please attach evaluation reports, if available]

ISCED (public schools)

	0	1	2	3	4
✓ Yes					
✓ No					

3.3 Are additional resources offered to schools to develop curriculum and/or teaching materials to promote cultural diversity or intercultural education? If yes, please indicate how much has been allocated for the available year(s) in your local currency. [Half a page explanatory note with requested figures, if available.]

ISCED (public schools)

	0	1	2	3	4
✓ Yes					
✓ No					

4. Teachers, pedagogy and academic counselling

4.1 Is there a policy to recruit and attract teachers or teaching support staff with the immigrant students' cultural backgrounds in schools with high proportions of immigrant students? If there is research that reports positive impacts of having teachers with immigrant students' backgrounds, please attach the research report(s), if available. [Half a page to one-page summary and an attachment of relevant reports.]

ISCED (public schools)

	0	1	2	3	4
✓ Yes					
✓ No					

4.2 Is there a policy to recruit language support teachers for the immigrant students in schools with high proportions of immigrant students? If yes, please describe typical requirements, expected of the teachers (*e.g.* the level of qualifications, experience, etc.). If there is research that reports positive impacts of having language support teachers, please attach the research report(s), if available. [Half a page to one-page summary and an attachment of relevant reports.]

ISCED (public schools)

	0	1	2	3	4
✓ Yes					
✓ No					

4.3 Please describe common features of teacher education programmes for teachers in training to prepare them to be responsive to cultural diversity (*e.g.* adopt pedagogy to diverse cultural backgrounds, manage classroom with cultural diversity, promote intercultural understanding, etc.) [Half a page]

4.4 Please describe professional development training for current teachers, if any, to be responsive to cultural diversity: 1) if the training is mandatory or optional; 2) when the training is provided (pre-service or in-service, on the weekend, during the seasonal breaks, etc.); 3) the typical length of training; 4) contents of training; and 5) training providers. What are the results? [Half a page to one page. Please attach evaluation reports in the annex, if available.]

4.5 Please provide a brief description of the teaching practice to teach the language of your country as a second language (e.g. TESOL (Teaching English to Speakers of Other Languages) or ESL (English as a Second Language) in English speaking countries, EFLE (*Enseignement du Français Langue Etrangère*) in French speaking countries, etc.). For example, do universities offer qualifications on this type of field of study? Are there providers, other than universities, who deliver certificates in the field? Is there a market for teaching the language of your country? If some figures that indicate the size of the market are available, please attach some relevant documents. [One-page summary and attachments, if applicable.]

ISCED (public schools)

	0	1	2	3	4
✓ Yes					
✓ No					

4.6 Do schools provide guidance and counselling to immigrant parents/students to promote transition rates to a higher level of education, or employment at a relevant level?

ISCED (public schools)

	0 (to parents only)	1	2	3	4
Academic counselling to promote transition to higher levels of education					
✓ Yes					
✓ No					
Career guidance and counselling to improve employment perspectives					
✓ Yes	NA	NA	NA		
✓ No	NA	NA	NA		

5. Targeted interventions for immigrant students 'at risk'

Preventive support programmes for under-achieving students and potential early school leavers and their parents

5.1 Are targeted interventions systematically provided to under-achieving immigrant students and their parents? Please indicate if such programmes are systemically provided to all under-achieving students regardless of their immigrant background.

ISCED (public schools)

	0	1	2	3	4
✓ Yes					
✓ Yes, in some schools [please indicate the % of schools for each ISCED level. If no exact figures are available, please provide your best estimate and add "est" (e.g. 50% est)]					
✓ No					

5.2 If the above answer is yes, what constitutes the programme? If the type of provision may differ significantly for students and for parents, please give separate answers for each.

ISCED (public schools)

	0	1	2	3	4
✓ Not applicable (answer to above question is <i>No</i>)					
✓ Language support in language of instruction					
✓ Language support in the native language of student					
✓ Education support linked to curriculum goals					
✓ Provision of mentor / tutor (please specify whether this is a peer, teacher or school-external mentor)					
✓ Intensified communication with parents					
✓ Cultural support					
✓ Psychological support					
✓ Socio-economic support					
✓ Career guidance / academic counselling					
✓ Other (Please specify)					

Reintegration programmes for early school leavers and their parents

5.3 Are reintegration programmes systemically offered to immigrant students who have left school before completing the education level that they were enrolled? Please indicate if such programmes are systemically provided to all early school leaving students regardless of their immigrant background.

ISCED (public schools)

	0	1	2	3	4
✓ Yes					
✓ Yes, in some schools [please indicate the % of schools for each ISCED level. If no exact figures are available, please provide your best estimate and add "est" (e.g. 50% est)]					
✓ No					

5.4 If the above answer is yes, what constitutes the programme? If the type of provision may differ significantly for students and for parents, please give separate answers for each.

ISCED (public schools)

	0	1	2	3	4
✓ Not applicable (answer to above question is <i>No</i>)					
✓ Language support in the language of instruction					
✓ Language support in the native language of the students					
✓ Education support linked to curriculum goals					
✓ Provision of mentor / tutor (please specify whether this is a peer, teacher or school-external mentor)					
✓ Intensified communication with parents					
✓ Cultural support					
✓ Psychological support					
✓ Socio-economic support					
✓ Career guidance / academic counselling					
✓ Others (Please specify)					

Part IV. Role of community

1. Cluster – desegregation, segregation or self-segregation

1.1 How do certain migrant communities structure themselves in your country? Do they cluster themselves for mutual support? Are they forced to be clustered? Do they make efforts to get integrated into the mainstream society? If there is research done on segregation, de-segregation and self-segregation of immigrant communities, and any implications for national policies and education policies, please attach available reports. [One to two page summary of research findings, and attachments of any reports or research, if available.]

1.2 The notion of social capital in immigrant communities is being recognised as an important factor – *i.e.* ethnic capital. If an available longitudinal survey or research in your country has an indication on how much influence such capital influences on ensuring student success, please attach such reports. [One to two page summary of research findings, and attachments of any reports or research, if available.]

2. Provision of support programmes by communities

2.1 Do communities provide information and outreach services to ensure that children and their families have access to school? If yes, who provides such services? What channels of communication are used? Please give one or two examples. [Half-a-page summary of the communication channels between school and communities.]

2.2 Do communities provide after-school or weekend programmes to support immigrant children and their parents? If yes, what kind of supports for children (*e.g.* language, academic-subject specific, general study skills, etc) and for parents (*e.g.* language, parenting, general communication skills, culture and ethics of the host country, etc.)? Who provides such support? Do they charge fees? If yes, who pays? [One-page summary of support programmes provided by communities.]

Part V. Government policies and approaches

1. Policy approach to immigrant students.

1.1 Please describes national or regional policies concerning *immigrant children*. Have the policies evolved over the past years? If yes, please describe the change of the policy and explain the policy driver(s), timeframe, and conditions that made the change happen. [*One- to two-page summary.*]

1.2 Please describe if equity oriented policies are associated with immigrant children either by explicit or implicit policy intentions. Please provide references to policy documents to support your answer. [*One -page summary with an attachment of relevant policy documents.*]

2. Funding

2.1 Please indicate the total public resources spent on the education of immigrant children to ensure access, promote participation and enhance student performance. 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**. [One-page summary with requested figures.]

2.2 If there was an increase or decrease of financial support for the education of immigrants (above question) in recent years, please specify the amount of the increase/decrease and the year of increase/decrease. Please provide the figure in **local currency**. Please also explain what policy thinking enabled to mobilise resources and how it was made possible? Please explain. This may be relevant to refer to the policy change in the above Part V, Question 1.1. [*One- to two-page summary with requested figures.*]

2.3 Of the total public funding, please indicate the allocation of public funding in **local currency** to 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.)? [*One- to two-page summary of types of programmes or institutions with the amount allocated of the total public funding.*]

2.4 Please describe the detailed information on the national programmes that are supported by public funding. Please provide a table of [the names of the programmes], [policy objectives], [planned means to achieve the objectives], [expected outputs], [budget allocated], [duration of the programme with the starting year], [target beneficiaries], and [target level] for each programme. Please add other relevant information to the table. [*One-page summary.*]

2.5 What funding strategies do you use in providing grants to institutions? Please describe the strategies targeting immigrant students, and explain the rationale behind the strategies. If you have shifted your strategies over the years, please also explain the rationale for the change. [*One- to two-page summary.*] For example, are target groups articulated as specific immigrant students? Or, do you set out conditions that are likely to outreach immigrant students (*e.g.* schools in disadvantaged areas, the number of students with low socio-economic backgrounds, etc)? Or, do you set out conditions that are numeric target-oriented (*e.g.* the number of students who completed the school year, etc.)?

2.6 What funding strategies do you use to provide grants directly to immigrant students and their families? Please explain the rationale behind your strategies. If you have shifted your strategies over the years, please also explain the rationale for the change. [*One- to two-page summary.*] For example, do you provide vouchers, tax-refunds, etc?

2.7 Besides public funding, what resources are available on the education of immigrant children in your country (*e.g.* NGOs, private foundations, charity organisations, etc.)? Please provide the estimates of the amount of available private resources. Please also describe the major ways how the private resources are spent. [*Half a page to one -page summary.*]

3. Policy coordination

Between/among Ministries

3.1 Please list the ministries who are involved in designing **national integration policies for immigrants in general into society**. Please specify what role/remit each ministry has. Do they work together? If yes, please describe how. [*Half-a-page summary and attachments of some relevant documents (e.g. an inter-ministerial join policy paper, a mission statement of an inter-ministerial unit, descriptions of a jointly-run-project, etc.)*]

3.2 Please list the ministries who are involved in designing **education policies for the integration of immigrant students into school**. Please specify what role/remit each ministry has. Do they work together? If yes, please also describe how. [*Half-a-page summary and attachments of some relevant documents (e.g. an inter-ministerial join policy paper, a mission statement of an inter-ministerial unit, descriptions of a jointly-run-project, etc.)*]

Among various stakeholders

3.3 Concerning the provision of support programmes for immigrant children, please specify relevant stakeholders in your country and then describe if there is a formal or informal way of cooperation between the relevant stakeholders in your country. The stakeholders may include: National government; regional, local, municipality, city government; schools and teachers; immigrant communities and parents; local communities of the host country; private organisations; third sectors (e.g. NGOs, foundations), etc. [Half a page to one -page summary.]

4. Policy design, implementation, interventions, and evaluation

Policy design

4.1 Please describe policy issues that are on the current education reform agenda concerning immigrant students in your country. Please also describe current policy debate concerning providing targeted interventions or changing the current education system. [One- to two-page summary.]

4.2 Has social research affected policy-making and agenda setting in the field of migrant education? Please give one or two, if any, concrete examples how research contributed to the agenda setting in your country in comparison with the agenda set by politics, public debates, lobbying or others. [Half a page.]

Policy interventions and evaluations

4.3 What kinds of targeted interventions have proved to be effective for immigrant students in your country? Please give one or two examples of such interventions by describing what they were/are. Please provide existing evaluation on the interventions, if any, which points to why they worked/are working. Please also describe how the effectiveness was measured in the evaluation? [One- to two-page-summary of existing evaluation, with attachments if any evaluation reports are available.]

4.4 What kinds of targeted interventions have failed to be effective for immigrant students in your country? Please give one or two examples of such interventions by describing what they were/are. Please provide existing evaluation on the interventions, if any, which points to why they did not work/are not working. Please also describe how the effectiveness was measured in the evaluation? [One- to two-page-summary of existing evaluation, with attachments if any evaluation reports are available.]

4.5 What kinds of comprehensive policies or universal measures have proved to be beneficial for immigrant students in your country? Please describe what the policies/measures were/are and explain why they worked/are working, by giving one or two examples. Please also describe how benefits were measured [One- to two-page self evaluation, with attachments if any evaluation reports are available.]

4.6 What kinds of comprehensive policies or universal measures have failed to be beneficial for immigrant students, in other words, have widened the academic gap between the immigrant students and their native peers in your country? Please describe what the policies/measures were/are and explain why they did not work/are not working, by giving one or two examples. [One- to two-page self evaluation, with attachments if any evaluation reports are available.]

4.7 Please give one or two examples of education policy interventions that have had unintended impacts (positive or negative) on access, participation or learning outcomes of immigrant students. Please explain. [One-page.]

Policy implementation

4.8 Successful policy implementation or policy failure may be the result of various factors – the policy designs itself and the conditions under which the policy is to be implemented, for example. Please describe one or two examples of policy implementation concerning education of immigrant children and please give reference to any policy evaluation documents on the implementations, if any. [One-page with relevant evaluation documents, if available.]

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
PIRLS	The Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
TIMSS	Third International Mathematics and Science Study
TIMSS-R	Third International Mathematics and Science Study – Repeat