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Organisation de Coopération et de Développement Économiques
Organisation for Economic Co-operation and Development

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English - Or. English

**DIRECTORATE FOR EDUCATION
EDUCATION POLICY COMMITTEE**

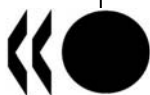
Group of National Experts on the Education of Migrants

THEMATIC REVIEW ON MIGRANT EDUCATION: INTERNATIONAL QUESTIONNAIRE

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Background

1. Thematic review on migrant education was launched on 21-22 January 2008. Countries that participate in policy review visits will prepare country background reports¹. The reports will be primarily used for policy review, but they can also provide an opportunity for peer countries to learn from one another about policy challenges, policy initiatives taken to cope with the challenges, and results of such initiatives, if any. Given that there are only five countries that will prepare such reports, the Group of National Experts on the Education of Migrants has agreed to invite all member countries to respond to a short questionnaire in order to ensure diversity in the findings. This questionnaire is prepared for this purpose.

2. The scale and increasing levels of diversity arising from migration vary from country to country. In many countries such diversity is longstanding. In others it has increased sharply in recent years in response to a new wave of migration. To precisely capture different policy issues in these countries, two types of questionnaires are prepared. Countries are invited to select Questionnaire A or Questionnaire B, most suited for the country.

- Questionnaire A: Migrant education policies in response to longstanding diversity
- Questionnaire B: Migrant education policies in response to a new wave of migration

General guidelines

- Countries are asked to send their responses by 1 September 2008 to Miho Taguma (Miho.Taguma@oecd.org) and Deborah Nusche (Deborah.Nusche@oecd.org). If clarification or guidance is needed, respondents are encouraged to contact the Secretariat.
- Countries are suggested to assign a single contact person responsible for answering questions concerning their response. Please provide details:

NAME:

MINISTRY OR AGENCY, COUNTRY:

EMAIL ADDRESS:

TELEPHONE NUMBER:

1. Austria, Denmark, Ireland, Norway and Sweden.

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

3. Please provide information, if available from your national parent surveys², which indicates the **average household incomes** of immigrant parents compared to native parents. Please attach any statistical information, if available.

4. Please provide information, if available from your national parent surveys, which indicates the **educational and/or occupational backgrounds** of immigrant parents compared to native parents. Please attach any statistical information, if available.

5. Please provide information, if available, on the **socio-economic status** of immigrant students compared to native students. Please attach any statistical information, if available.

6. Please provide information on immigrant students' **proficiency in the language of instruction** (L2), if available from national reading tests, assessments of immigrants upon arrival or other national sources. Please attach any statistical information, if available.

2. These questions seek information on **parents** of immigrant children. If no such data is available, we will supplement with data on overall immigrant populations, which may include immigrants who do not have children.

7. Please provide any research results, if available, on **segregation, de-segregation and self-segregation** of immigrant communities, and any implications for national policies and education policies. Please make references to any reports or research, if available.

8. Please provide information on the **countries of origin** of enrolled immigrant students in Table 1 below.

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:							

9. Are the following groups considered "disadvantaged learners"³ 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				
✓ Second-generation immigrant students				
✓ Foreign national students				
✓ Students who are not native speakers of the language of instruction				
✓ Students from indigenous groups				
✓ Students with low socio-economic background				
✓ Boys, with respect to certain subjects				
✓ Girls, with respect to certain subjects				
✓ Other (please specify)				

II. Access

10. 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			
✓ 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.

11. 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?

Part III. Participation

12. 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. [Half a page to one page of description and an attachment of any statistical information, if available.]

3. 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.

13. Is there any evidence that immigrant children are **overrepresented in special education**⁴ (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? [Half a page to one page of description and an attachment of any statistical information, if available.]
14. 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. [Half a page to one page of description and an attachment of any statistical information, if available.]
15. Please complete the Tables 2-5 on the following pages on enrolment numbers, enrolment rates, drop-out rates, and repetition rates.
16. 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?

4. "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.

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
	Pre-primary childcare	Public					
		Private					
	ISCED 0	Public					
		Private					
	ISCED 1	Public					
		Private					
ISCED 2	Public						
	Private						
Notes:							

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						
	ISCED 1						
	ISCED 2						
Notes:							

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:

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:

III. Learning Outcomes

17. Please provide information on the **educational performance of immigrant children** compared to native children, if available from any nationally or regionally administered tests (or 'school readiness assessment' for pre-school children). If available, please provide a reference to any **longitudinal data** on the education outcomes of immigrant students. Please make references to any reports or provide access to datasets, if available.

18. 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)			

19. 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)			

20. What types of support are available to immigrant students in addition to and outside of the regular classroom?

21. 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.

22. Please provide information on **transition rates** in Table 6.

23. What policies have been taken to stimulate good performance in school by immigrant students? What/who have been the driving forces behind these initiatives? What results have been observed, if any?

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					
	ISCED 1					
	ISCED 2					
	ISCED 3					

Notes:

IV. General policy issues and funding

24. 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.

25. Please describe the mechanisms to design policies concerning the integration of immigrant students into pre-school and school. Please specify which ministries are involved for such policy designs, what role/remit each ministry has, and how the policy coordination has been operational. Please attachment 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.).

26. Please describe the comprehensive education policies or universal measures, if any, which have proved to be beneficial for immigrant students in your country. Please describe the objectives of the policies/measures and the indicators used to measure the benefits.

27. 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.]

28. 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.)?

29. On national programmes on the education of immigrant children, please provide detailed information in a table: [the name 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.

30. Please describe the mechanisms that are used to allocate funds to institutions as a strategy to reach immigrant students and enhance their educational opportunities (*e.g.* schools in disadvantaged areas, the number of students with low socio-economic backgrounds, the number of students whose language at home is different from the language of instruction, etc). Please indicate, if any, the links, if any, that exist between funding methods and learning outcomes (*e.g.* the number of students who completed the school year, etc.)? If you have shifted your strategy over the years, please explain the rationale for the change.

31. Please describe the funding strategies, if any, to directly support immigrant students and their families (*e.g.* vouchers, tax-refunds, etc). If you have shifted your strategies over the years, please also explain the rationale for the change. If you have shifted your strategy over the years, please explain the rationale for the change.

32. 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 and the major results, if reported.

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

QUESTIONNAIRE B

INTERNATIONAL QUESTIONNAIRE: MIGRANT EDUCATION POLICIES IN RESPONSE TO A NEW WAVE OF MIGRATION

33. Please provide data, where available, which indicates the total number of immigrant children (age 0-15) in your country. If possible, please provide the data by different age groups. Please also provide the data, if available, in time series. This will help indicate change/no-change to better understand the policy contexts.

34. Please provide the total number of children enrolled in pre-school and school in your country. If possible, please provide the data broken down by pre-primary care centres, pre-primary school/kindergarten, primary school and lower secondary school.

35. Immigration is a regional phenomenon in many OECD countries. Please select the three 'cities' or 'municipalities' (according to an appropriate administrative unit of your country) that have the largest immigrant populations in your country. Please describe emerging policy issues in these cities or municipalities. Please also describe regional policies that have been initiated to respond to the challenges.

36. What national policies have been initiated to respond to the increasing level of cultural diversity in school? What/who have been the driving forces behind these initiatives? What results have been observed, if any?

37. Please describe the mechanisms to design policies concerning the integration of immigrant students into pre-school and school. Please specify which ministries are involved for such policy designs, what role/remit each ministry has, and how the policy coordination has been operational. Please attachment 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.).

38. 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.)?

39. On national programmes on the education of immigrant children, please provide detailed information in a table: [the name 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.