



For Official Use

EDU/EDPC/M/RD(2008)13

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

28-Jan-2008

English - Or. English

**DIRECTORATE FOR EDUCATION
EDUCATION POLICY COMMITTEE**

**EDU/EDPC/M/RD(2008)13
For Official Use**

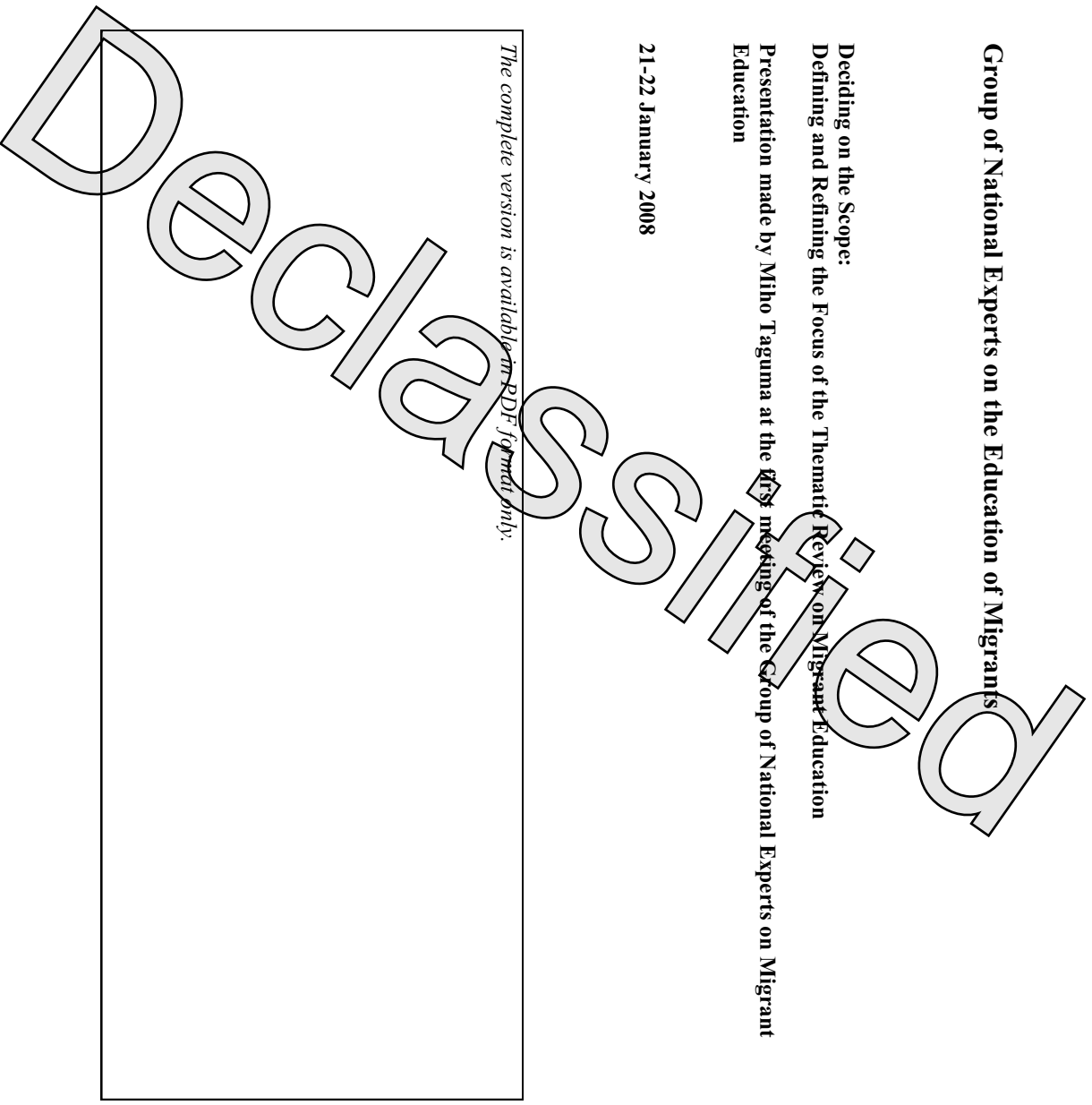
Group of National Experts on the Education of Migrants

**Deciding on the Scope:
Defining and Refining the Focus of the Thematic Review on Migrant Education**

Presentation made by Miho Taguma at the first meeting of the Group of National Experts on Migrant Education

21-22 January 2008

The complete version is available in PDF format only.



JT03239307

English - Or. English

Document complet disponible sur OLIS dans son format d'origine
Complete document available on OLIS in its original format



Item 11

Deciding on the Scope: Defining and Refining the Focus

Miho Taguma

Education and Training Policy Division

Directorate for Education

OECD

The 1st Meeting of the Group of National Experts on
the Education of Migrants, Paris , 21-22 January 2008

Objectives of the Session

ACTION REQUIRED:

Agree on the proposed overarching policy question

Comment on the proposed 3 criteria and a sub-set of issues and questions

Comment on the proposed indicators, and scope of the review.

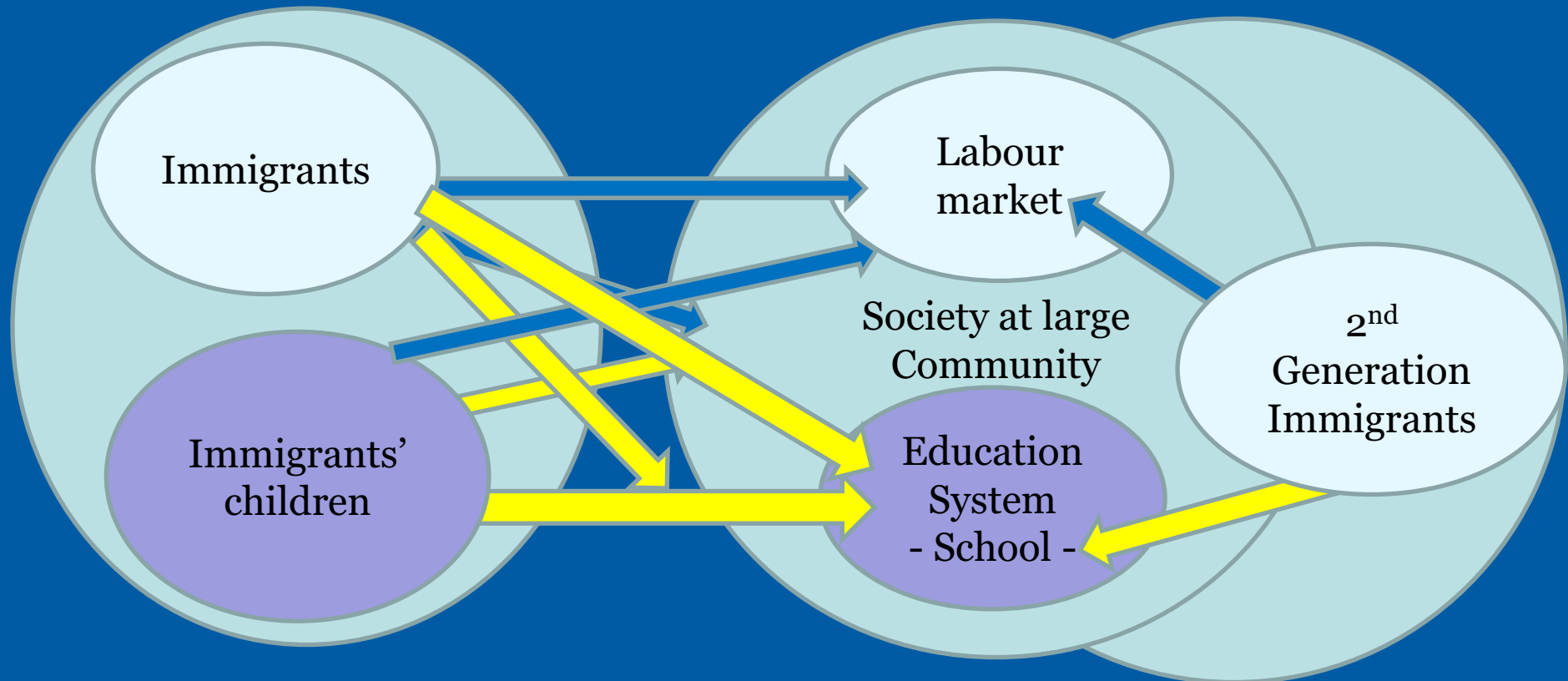
- To introduce a set of proposals
 1. policy questions
 2. indicators
 3. scope
- To define and refine the focus

1. Proposed policy Questions

The proposed overarching question

Immigrants (1st generation)

Receiving country



What policies are most successful in integrating immigrant students in the education system?

To answer the question – We need a working definition of **[Successful Integration]** in the Education System

3 criteria

1. **Access** - Do immigrant students have the same opportunities to access quality education as their native peers?
2. **Participation** – Do they participate (enrol and complete) as much as their native peers?
3. **Student Performance** – Do they perform as well as their native peers?



Key issues and sub-questions

Criteria 1. Access

The right to education – immigrants' children?

Yes - all children irrespective of their immigration status (UN Declaration/Convention)

But -

Children with irregular residence

| | |
|---|---|
| BEL, CZE, GRC, FRA, IRL, ITL, LUX, NLD, AUT, POR | Explicitly permit school enrolment |
| DEU, ESP, HUN, SLV, FIN, GRB | Implicit -no impediment to the enrolment |
| DNK, POL, SWE, ISL | No obligation for schools to enroll (POL/ISL – require proof of residence) |

Reference - Eurydice, Integrating immigrant children into school in Europe, Ch 3.

Early childhood education and care - only a few countries encourage

ESP, GRB (Eng/Wa/Sc)

Legal obligation to provide sufficient places in pre-primary education (3 or 4 years old)

BEL, FRA, FIN, SWE

Anti-discrimination measure with respect to admission to nursery schools.

DNK, SWE

Support measure for language of the host country

Asylum seeker children – very little is mentioned

IRL

Special provision by the Separated Children Education Service (2003)

CZE

Specific legislation (2002)

DNK

Conditional – flexible if application processed less than 6 months

Key issues

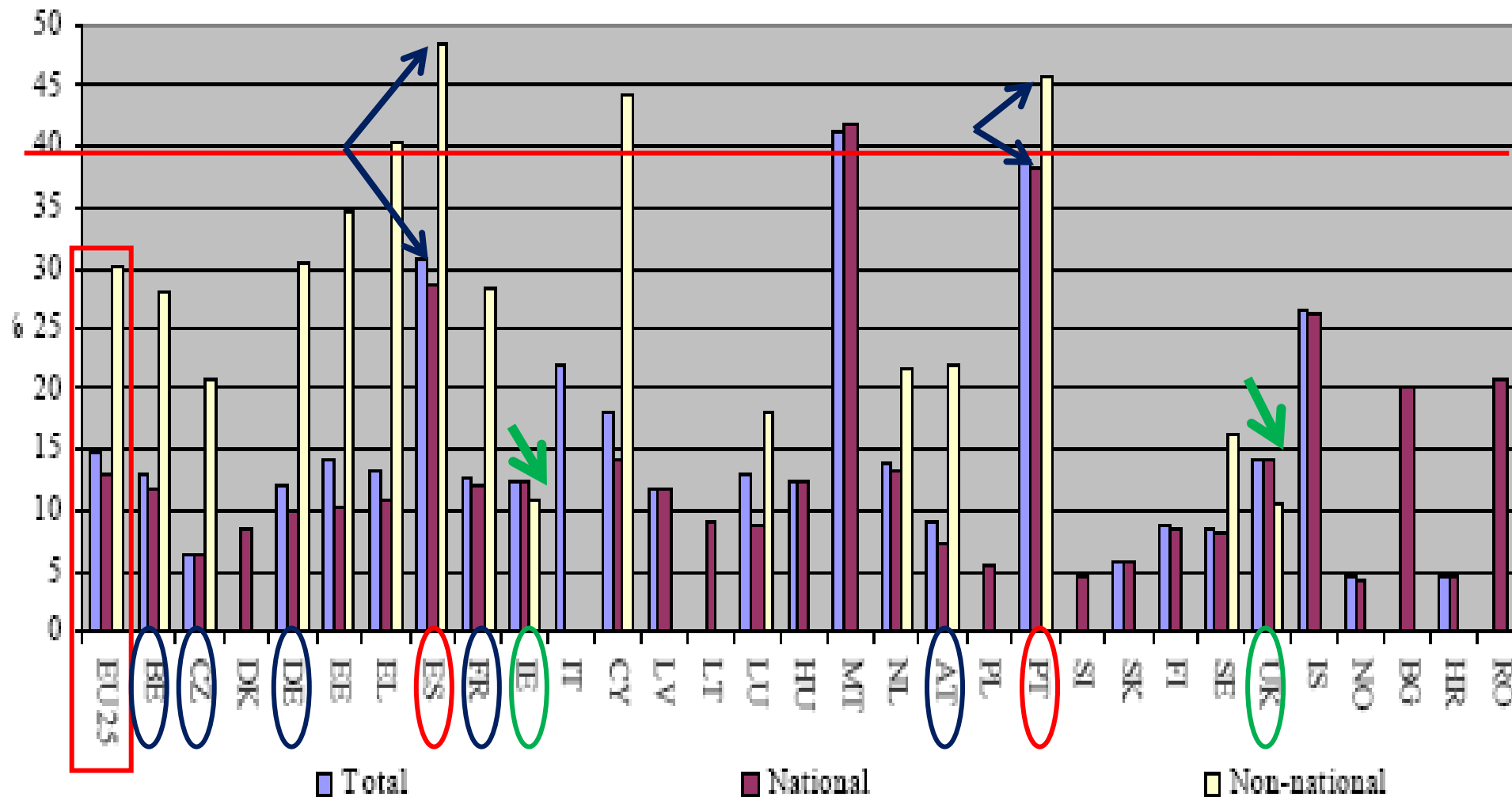
- Legal framework for a child's right to schooling
- Language barriers
- Parents' socio-economic constraints
- Types of immigration
- Residence areas
- School policy
- Discrimination
- Self-segregation, etc.

Sub-policy question

- What policies can ensure access to quality education for immigrant students, especially those from low socio-economic backgrounds?

Criteria 2. Participation

Percentage of early school leavers by national/non-national status (18-24)





OECD Key issues

- Language barriers
- Socio-economic background
- Country of origin and its culture
- Lack of school responsiveness (school heads, curriculum, teachers)
- Interactions with peers
- School bullying, etc.

Sub-policy questions

- What are the effective re-integration programs for early school leavers, preventive interventions for potential early school leavers, and induction programmes for newly arrived immigrant students?

Criteria 3. Student Performance PISA

Key issues

- Language barriers
- Socio-economic backgrounds
- School policy and resources
- Teaching capacity
- Curriculum adoption
- Motivations
- Interactions with peers
- Country of origin and its cultural value on education
- Immigration policy

Sub-policy questions

- What are the critical factors that explain the high performance or low performance of immigrant students (1st and 2nd)?
- What are the most effective integration policies and practices to raise their performance?

1st Questions for Discussion

- Is the proposed overarching policy question relevant to your country priority?
- Are the three criteria - Access, Participation and Student Performance – appropriate for analysis?
- Are the proposed sub-set of issues and policy questions relevant to your country?

2. Indicators

Quantitative (objectively verifiable and measurable)

Qualitative (objectively verifiable but not measurable)

- 1. Enrolment rates**
- 2. Retention rates/drop-out rates**
- 3. Grade repetition rates**
- 4. Student performance**
- 5. Transition rate to a higher level of education**
- 6. Proficiency in the language of instruction**
- 7. Parents' socio-economic background**
- 8. Parents' educational background**
- 9. Language spoken at home and culture of the country of origin**
- 10. Residence area**
- 11. School policy, characteristics and responsiveness to diversity**
- 12. Parents and communities**
- 13. Immigration policy**

2nd Questions for Discussion

- Is the set of proposed indicators appropriate?
- Based on the data from *PISA, Education at a Glance* and *EUROSTAT*, is it feasible to collect the suggested indicators from your country?

3. Scope

- Dimension
- Target groups and levels
- Stakeholders
- Target interventions

Dimension

International Migration

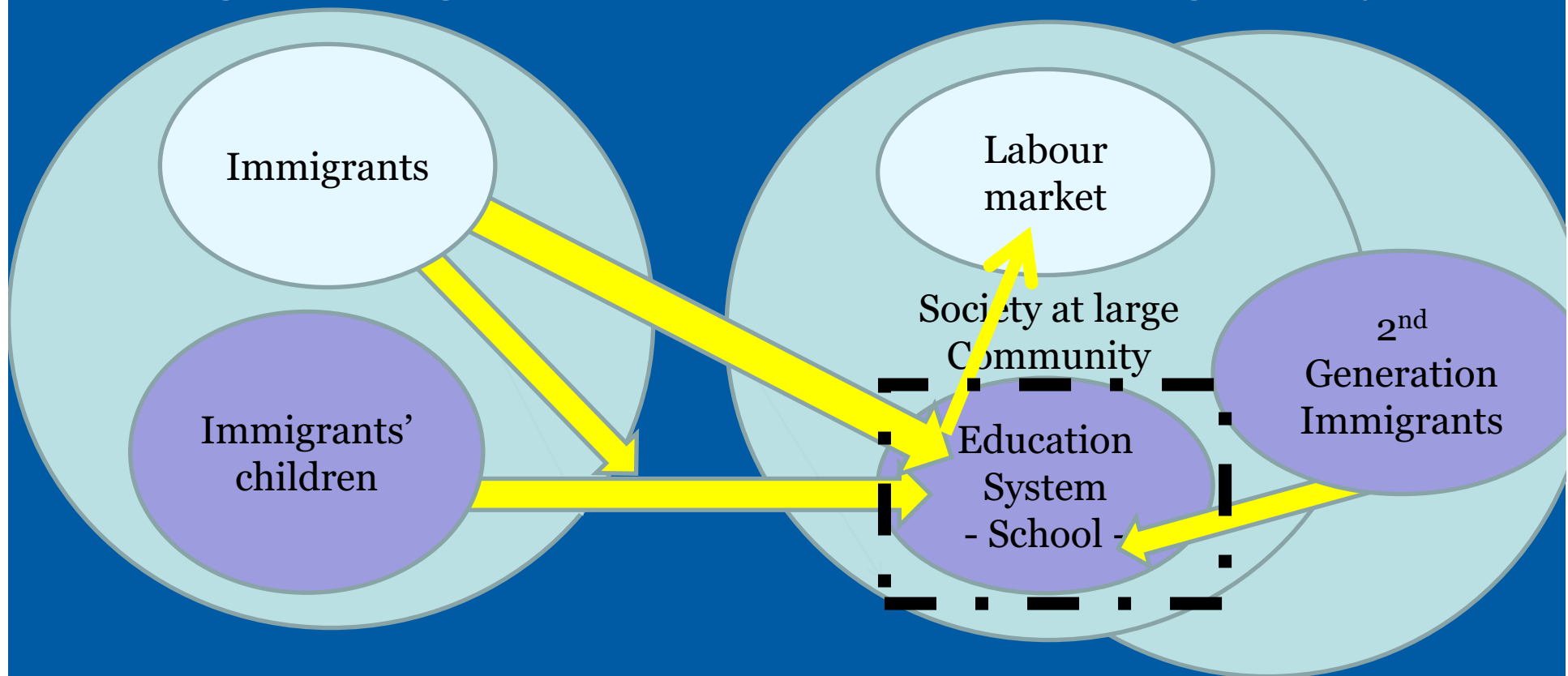
cf. Internal Migration - A review visit to a specific country may consider internal migration.

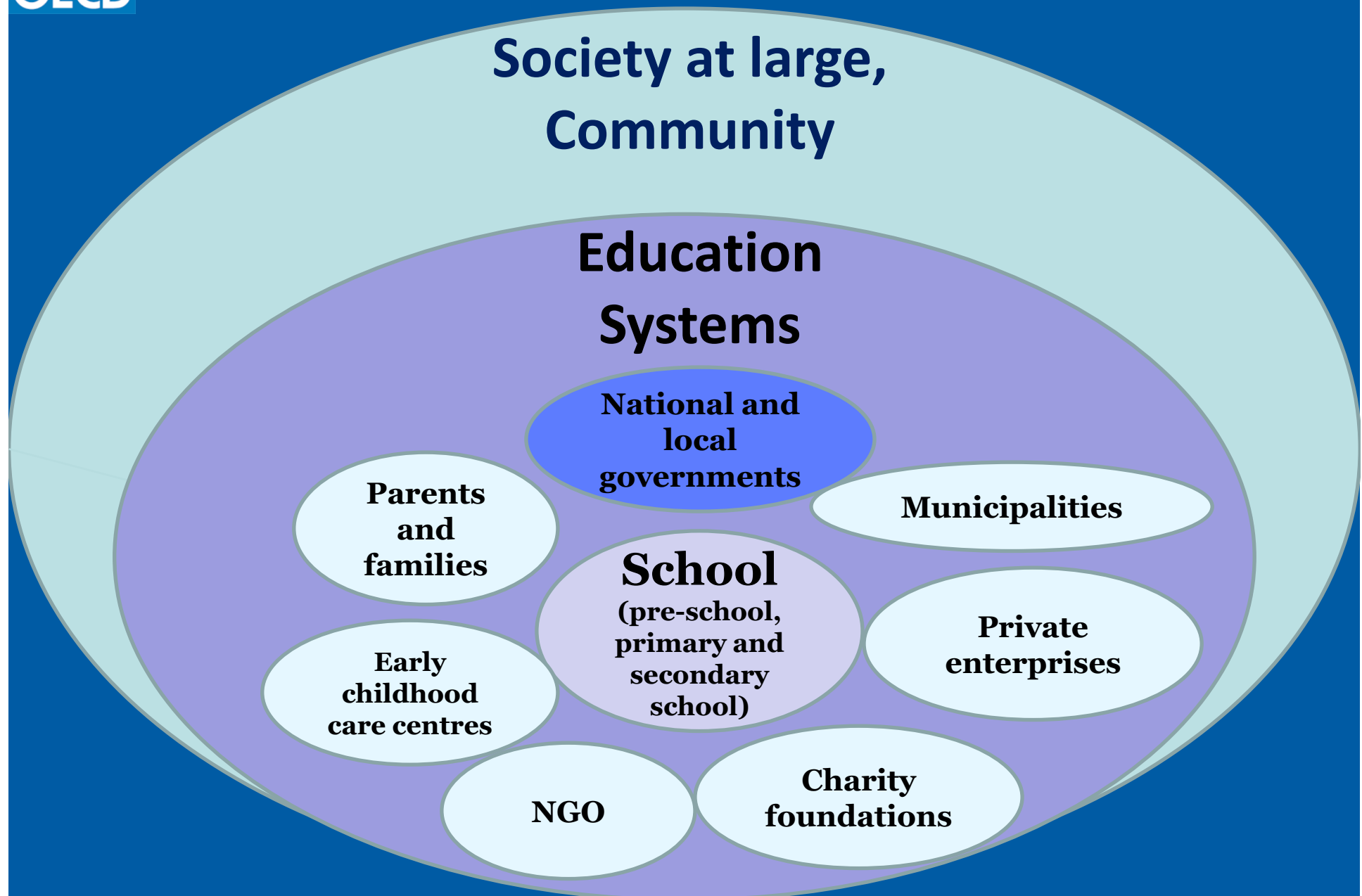
Target groups and levels

Pre-school, primary and secondary schools

Immigrants (1st generation)

Receiving country





Targeted interventions – Who? What?

- **Direct interventions - immigrant students and their parents**
 - 1) language, 2) educational, 3) cultural, 4) socio-economic
- **Interventions - school and other stakeholders to help immigrant students and their parents**
 - 1) school management/leadership, 2) curriculum, 3) teaching capacity, 4) other types of additional resources

3rd Questions for Discussion

- Dimension

Can we agree to focus on international migration?

- Target groups and levels

Is it useful to focus on the pre-school, primary and secondary school levels?

- Stakeholders

Are the proposed stakeholders sufficient to examine the multi-level and multi-dimensional aspects of migrant education? Are there other policy actors that you think are important but are missing?

- Targeted interventions

Are these categories and areas of interventions helpful to identify the effective targeted measures?

Are there other ways to examine 'targeted interventions', useful for policy makers?