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**DIRECTORATE FOR EDUCATION
EDUCATION POLICY COMMITTEE**

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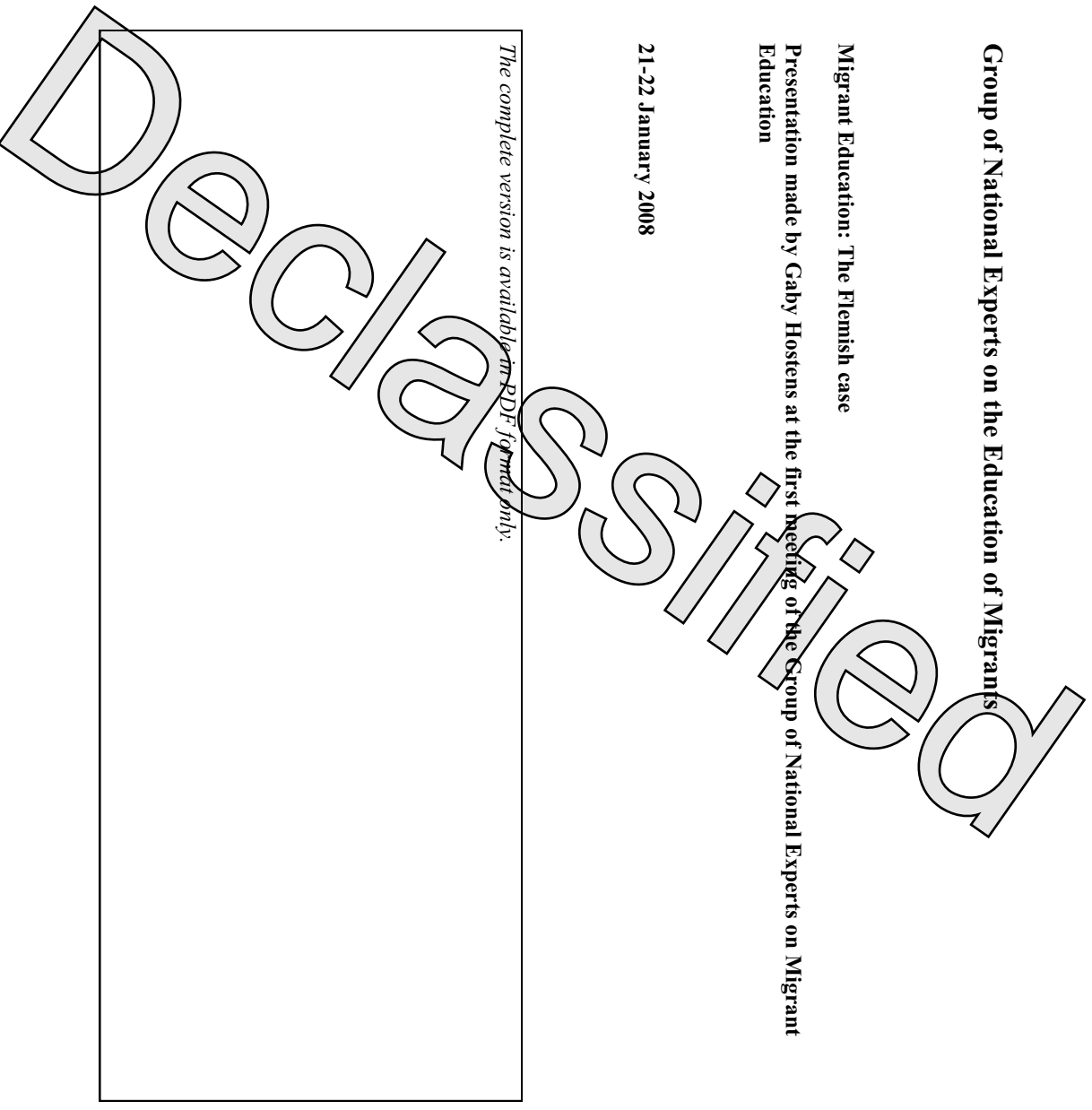
Group of National Experts on the Education of Migrants

Migrant Education: The Flemish case

Presentation made by Gaby Hostens 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.



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Migrant Education

The Flemish case

Gaby Hostens

OECD workshop
Paris, 21-22 January 2008



1. Waves of immigration

a. Employment driven immigration: guest workers:
First Italy and Spain, later Turkey and Morocco

→ Expectation: they would return to their country
of origin. Some did, but many didn't.

b. Colonial immigrants: mainly French speaking

c. Economic and political refugees (asylumseekers)

- A large variety of nationalities
- A large variety of languages, religions, etc.



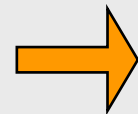
2. Migrant education?

a. Until early 90's: little or no specific provisions
A few projects in particular geographical areas
Benign neglect!

- European Commission: driver for greater policy focus on educational needs of migrants and their children
- But even now: many 2nd and 3rd generation immigrants still speak language of country of origin



b. Early 90's: first comprehensive education policy framework



Focus on immigrant children and their families

- Criteria to identify target group of immigrant students

- * Ethnic origin: birthplace of grandmother
- * Educational attainment of mother: no certificate of secondary education
- * Home language is not Dutch



- 4 pillars: ‘onderwijsvoorrangsbeleid’ = affirmative education policy
 - * Enhanced teaching of Dutch
 - * Remedial teaching
 - * Intercultural education
 - * Enhanced parental engagement with schools
- + Education in one’s own language and culture



- Resources to implement the policy framework
 - Additional human resources, but limited
 - In-service-training
 - Development of high quality teaching resources

Implementation in a political context which was not beneficial:

- The rise of an extreme right/political party
- Political correctness



3. Evaluation of the programme, the policy framework

a. Some scientific research, but limited

- Enhanced teaching of Dutch
- Excellent new teaching resources have been produced
- Intercultural education: greater acceptance in all schools

b. Student performances: little evidence of success

But:

- No real tradition of evaluation of policies based on quantitative indicators
- No changes in curriculum of initial teacher training



4. 2004: equal opportunity policy: 'GOK' policy

A new approach: focusing on all disadvantaged students rather than exclusively on immigrant students

Additional human resources for all schools having a challenging student body

Indicators of disadvantaged background

- Educational attainment of mother: no certificate of secondary education
 - Living exclusively of welfare benefits
 - Roma, new age travellers, etc.
 - Children who don't live with their parents
- + home language other than Dutch, in combination with another indicator



5. PISA-results

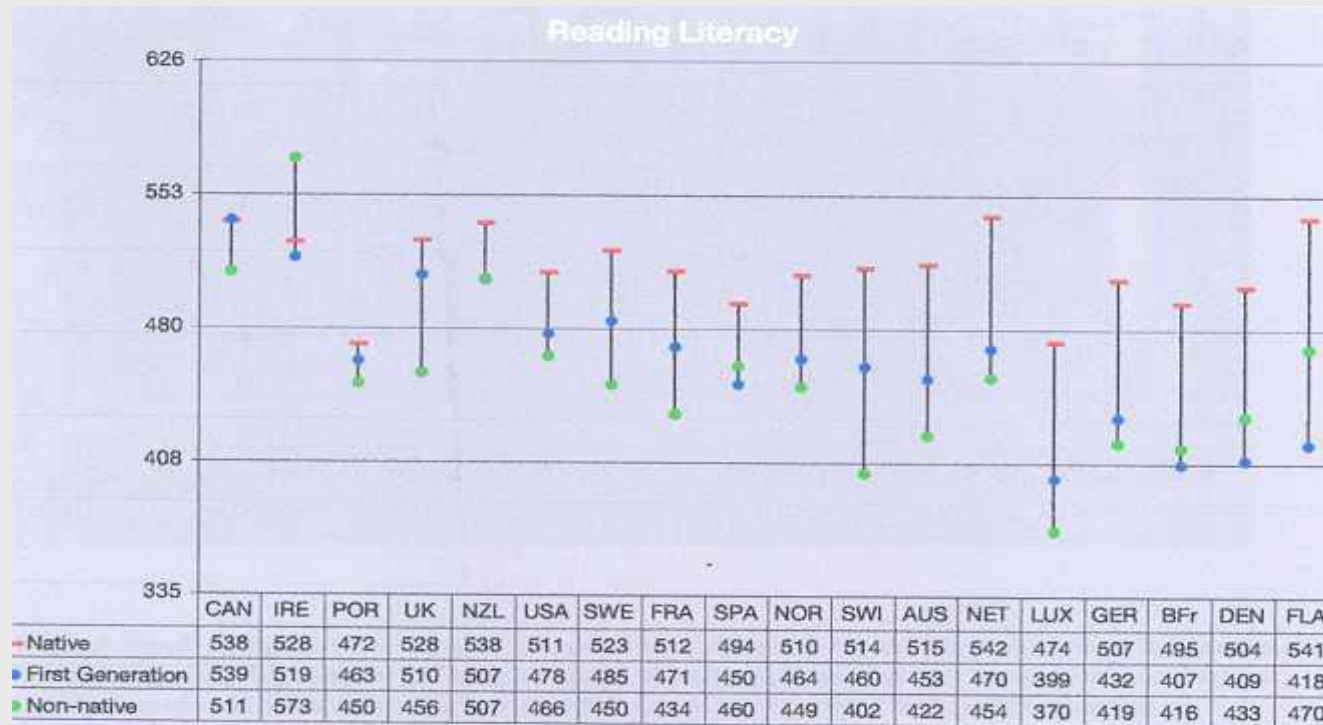
Very few quantitative indicators to evaluate impact of education policies in Flanders!

Only indicator to measure, to benchmark performances of Flemish students



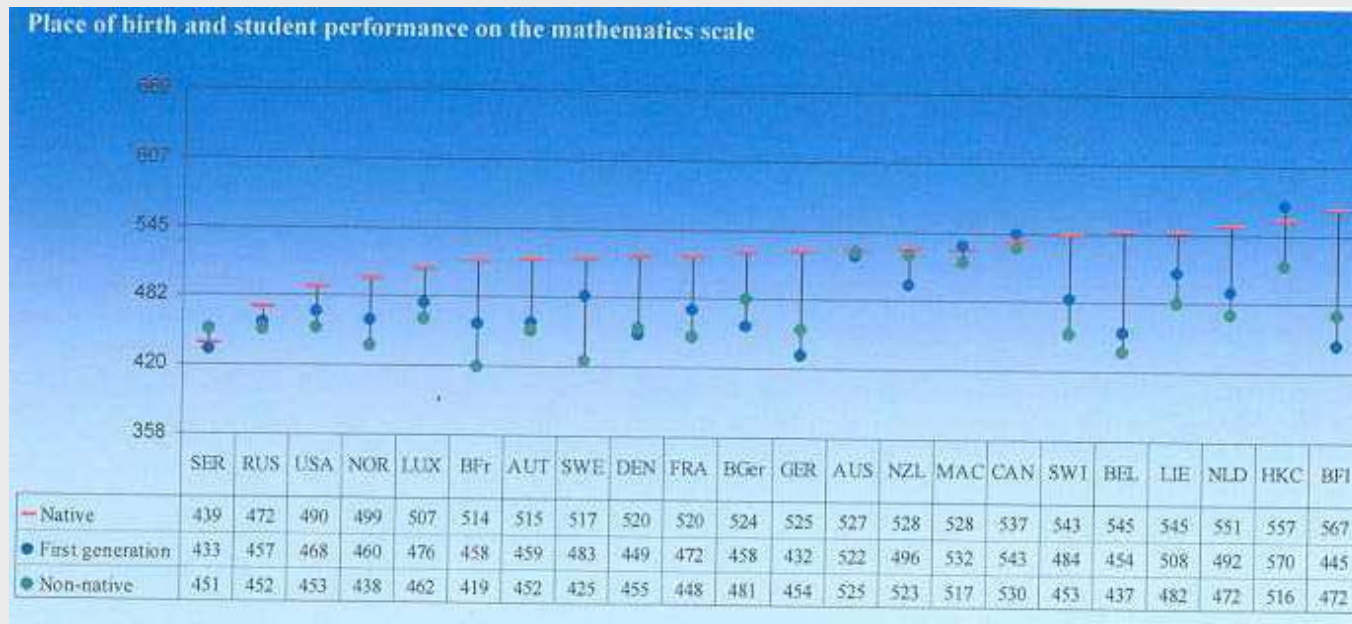
a. Some data

PISA 2000



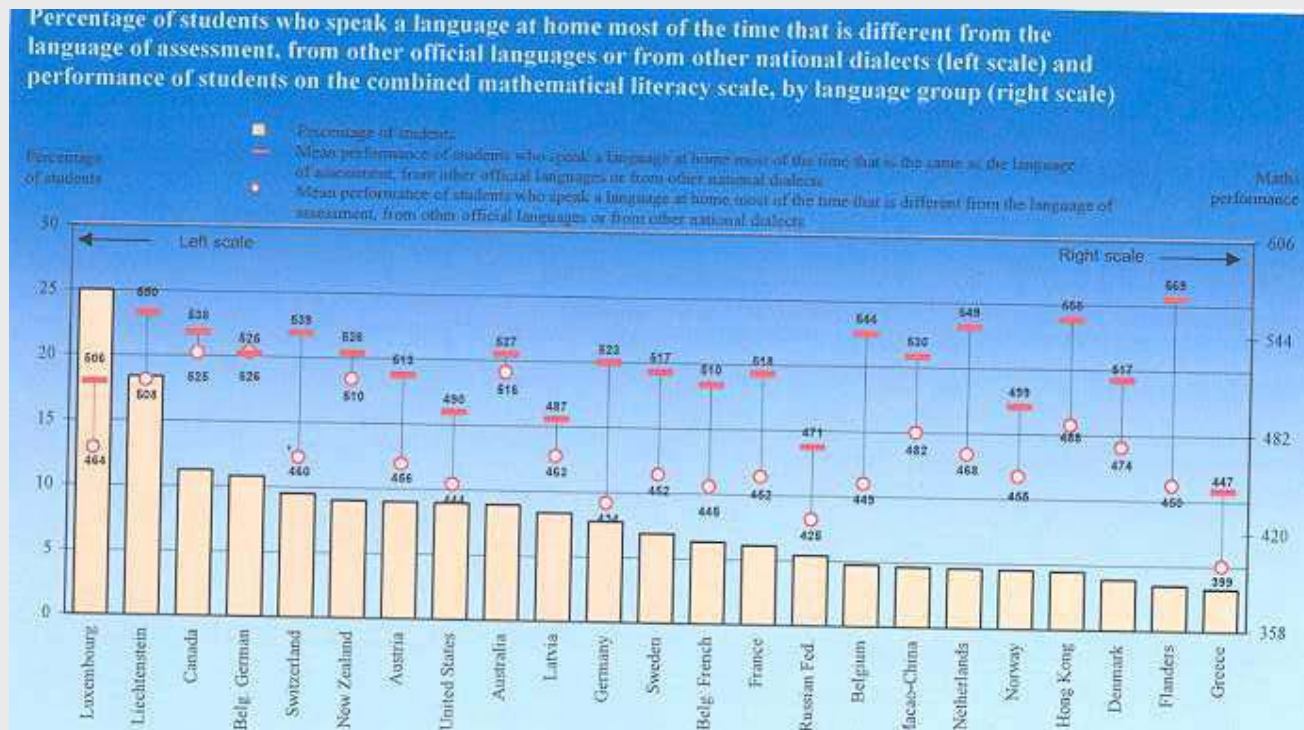


PISA 2003: mathematical literacy





PISA 2003: mathematical literacy





PISA 2006: Differences in performances for the 3 domains

		Average performance		
		Native students	2nd generation students	1st generation students
Sciences	Flanders	536	440	459
	OECD average	506	466	453
Reading	Flanders	530	421	431
	OECD average	498	457	448
Maths	Flanders	551	467	456
	OECD average	503	473	457



PISA 2006: Differences in performances according the home language for the 3 PISA domains

		Average performance of	
		Students who usually speak the same language as the language of instruction at home Average performance	Students who usually speak a different language than the language of instruction at home Average performance
Sciences	Flanders	538	429
	OECD average	506	448
Reading	Flanders	532	399
	OECD average	498	450
Maths	Flanders	553	450
	OECD average	504	467



PISA 2006: Mathematical literacy

	Denmark	Belgium F	France	Sweden	Great Brittain	Austria	Switzerland	Germany	Belgium Fl	OECD
Native	503	503	505	512	519	523	531	532	536	506
2nd generation	418	444	436	464	493	431	462	439	440	466
Migrant children	414	415	438	434	479	435	436	455	459	453



c. Explanations

- A quasi market for students: social selection of students
- Early tracking
- Proficiency in language of instruction often problematic
- Low expectations?

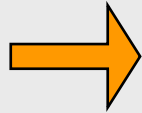


b. What do we learn from PISA results?

- Large gap between high and low performing students
- Large between school variance
- Strong impact of socio-economic background of students
- Low performances of 1st and 2nd generation students



6. Policy priority: improve learning of immigrant students, of all low performing students



Equal opportunities to high quality education and training

- a. Focus on the importance of proficiency of language of instruction
- b. Enhanced participation in pre-primary education
- c. Funding of schools: indicators of lack of social and cultural capital
- d. Strengthening school leadership
Enhancing capacity to steer for high quality for all
Quality and equity!
- e. Stronger focus on teacher competences for diversity



7. New mechanism for allocation of operating expenses

Now: lump sum based on numbers of students

From 2009 onwards: 4 indicators

- Home language of student
- Educational attainment of mother
- Family income of student
- Neighbourhood of student

generate additional financial resources

Expectation: schools will have a stronger focus on effective teaching for disadvantaged students and their learning