

Topic: The educational performance of children of immigrants in 16 OECD countries
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Abstract. Using PISA 2006 data, we examine the science performance of 9,279 15-year-old children of immigrants, originating from 35 different countries, living in 16 Western countries of destination. Whereas former research has mainly paid attention to the influence of individual-level characteristics on the educational performance of immigrants, this study's focus is on macro-level characteristics. Using a cross-classified multilevel approach, we examine the impact of educational systems and political, economic, and religious features of both countries of origin and destination. The results show that at the destination level the degree of teacher shortage has a negative, and a longer history of migration has a positive, effect on science performance. Moreover, comprehensive educational systems have a positive influence on immigrant children's performance, but this is only the case for higher class children. At the origin level, the compulsory period of education has a positive effect on immigrants' science performance. Moreover, whereas immigrants from countries with an Eastern religious affiliation perform better than immigrants from Christian countries, immigrants from Islamic countries perform worse.

Literature.

M. de Heus & J. Dronkers (2010): The educational performance of children of immigrants in 16 OECD countries: the influence of educational systems and other societal features of both countries of destination and origin.