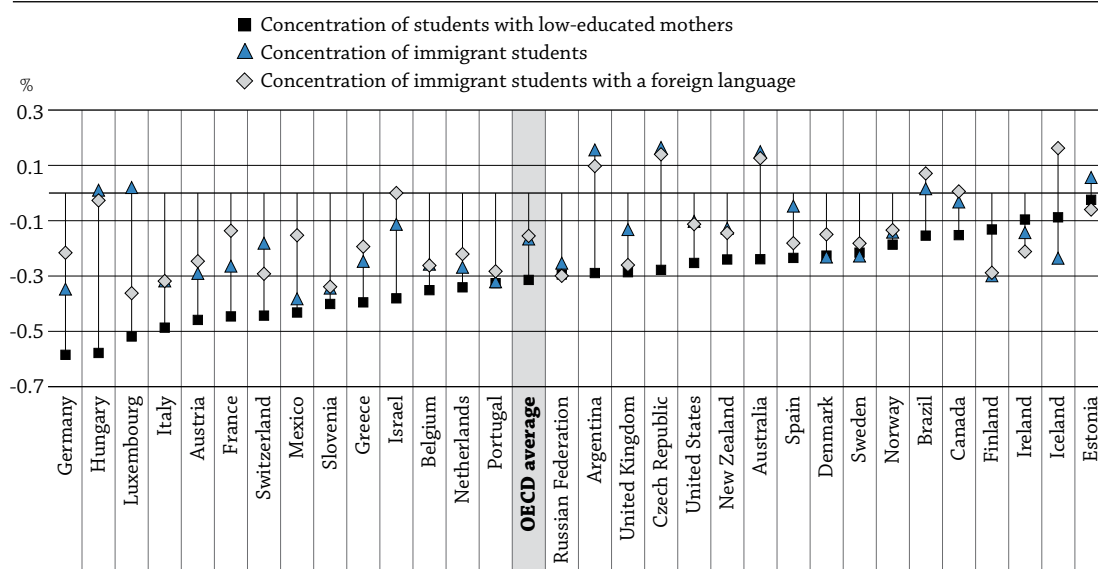


HOW WELL DO IMMIGRANT STUDENTS PERFORM IN SCHOOL?

- Across OECD countries, the higher the proportion of students with low-educated mothers in a school, the lower the reading performance of students in that school.
- The relationship between reading performance and the proportion of students with low-educated mothers in a school is negative, and much stronger than the relationship between reading performance and the proportion of immigrant students who do not speak the primary language of instruction at home, or the relationship between reading performance and the proportion of immigrant students in a school.
- Immigrants – even highly educated ones – tend to be concentrated in socio-economically disadvantaged neighbourhoods, particularly in Europe. Immigrant students from families with low occupational status, but with highly educated mothers, are overrepresented in “disadvantaged schools” (defined as schools with the highest proportion of students whose mothers have low levels of education). In the European Union, these students are more than twice as likely to attend disadvantaged schools than their non-immigrant counterparts.
- For all students – not only immigrant students – the impact on reading scores of being in an advantaged versus a disadvantaged school is larger than the impact of having a low-educated mother in many countries, except Nordic and Eastern European countries, and some countries with a long tradition of attracting immigrants, like Australia, Canada and New Zealand.

Chart A5.1. Correlations between reading performance of immigrant students and various measures of student concentration in schools



Note: A student with a low-educated mother is one whose mother has not attained an upper secondary education. Countries are ranked in ascending order of the Pearson correlation between the concentration of students with low-educated mothers and their performance.

Source: OECD, PISA 2009 Database, Table A5.1.

StatLink <http://dx.doi.org/10.1787/888932661839>

How to read this chart

For each country, this chart shows three dots, a triangle, a diamond and a square, representing the correlation of three different measures of concentration of students in schools with their performance in reading. These three measures are the concentration in schools of: i) immigrant students (triangle); ii) immigrant students speaking another language at home (diamond); and iii) students (whatever their origin) in a school who have low-educated mothers (square). Countries are ranked in ascending order of the correlation between the concentration of students with low-educated mothers and their performance.

■ Context

The successful integration of immigrant students in schools is an important policy goal in many OECD countries. A country's success in integrating immigrant students is a key measure of its education system's quality and equity, and also sheds light on the efficacy of its broader social policies (OECD, 2012a).

Designing education policies to address the needs of immigrant students is often difficult and expensive. Policies that work for non-immigrant students may not be sufficient for immigrant students. Successful approaches for immigrant students require a focus on their unique needs, as well as an understanding of the specific factors that can influence their school performance. The diversity of immigrant student populations around the world speaks to the wide variety of challenges these students face. The variance in performance gaps between immigrant and non-immigrant students across countries, even after adjusting for socio-economic background, suggests that policy has an important role to play in eliminating such gaps.

Yet education policy alone is unlikely to address these challenges fully. For example, immigrant children's performance on PISA is more strongly (and negatively) associated with the concentration of educational disadvantage in schools than with the concentration of immigrants per se, or the concentration of students who speak a different language at home than at school. Reducing the concentration of educational disadvantage in schools may imply changes in other areas of social policy – for example, housing policies that promote a more balanced social mix in schools at an early age.

■ Other findings

- Across OECD countries, **more than one-third of immigrant students attend schools with the highest concentrations of students with low-educated mothers.**
- In many countries, **immigrant students with highly educated mothers are overrepresented in disadvantaged schools.** Across OECD countries, more than a quarter of students with highly educated mothers in disadvantaged schools are immigrant students.

■ Trends

On average, among OECD countries with comparable data, the percentage of immigrant students increased by two percentage points between 2000 and 2009. The performance difference between immigrant and non-immigrant students remained broadly similar. Non-immigrant students outperformed immigrant students by more than 40 score points on both the 2000 and 2009 PISA assessments.

Analysis

Given that immigrants tend to concentrate in certain neighbourhoods and districts of cities in virtually all countries, the issue of a possible peer effect on outcomes is an especially pertinent one. The school's composition – that is, the characteristics of the student population – can exert a significant influence on the outcomes of students. However, the dimension along which concentration of disadvantages in school occurs and, how they affect outcomes, is not self-evident. Is it the concentration of immigrants per se in certain neighbourhoods which is associated with the less favourable outcomes one observes for the children of immigrants in many countries? Or rather, is it the concentration of students who largely speak another language at home, or the concentration of immigrant students in disadvantaged schools?

These three measures of concentration can be examined and the student sample for each country divided into quartiles on the basis of these three concentration measures. The first quartile is defined to have the lowest value on the measure and the fourth the highest value. The three measures are:

- the percentage of immigrant students in a school;
- the percentage of immigrant students in a school speaking another language at home; and
- the percentage of students (whatever their origin) in a school who have mothers with low levels of education.

The objective is to examine the extent to which concentration measured in these terms affects student outcomes in general, and those of the immigrant students in particular.

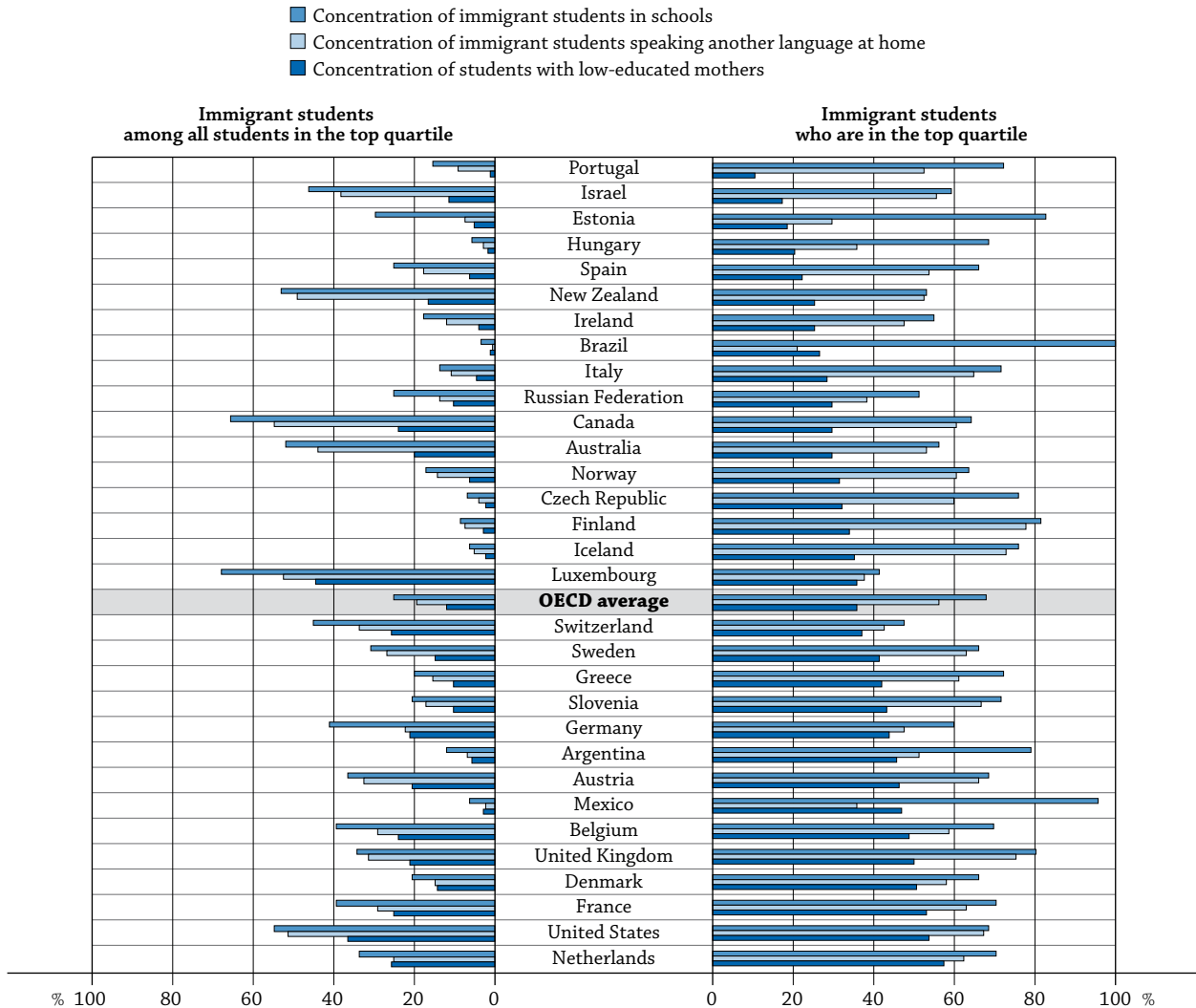
Table A5.2 and Chart A5.2 provide summary statistics for these measures. They provide data on the percentage of all immigrant students who are in the high-concentration quartile, according to the measures listed previously, and what share they represent among all students in the quartiles. The figure highlights the relationship between these three measures of concentration across countries.

Note that if the distribution of the immigrant students across quartiles were the same as that for non-immigrants, each quartile would contain 25% of both immigrant and non-immigrant students, and the share of the immigrant students in each quartile would be the same as their share of all students. As is evident from Table A5.2, the observed situation is rather far from this zero hypothesis.

Not surprisingly, the highest concentrations of immigrant students occur for those measures which are themselves based on immigrant characteristics. These characteristics tend to “push” schools with higher percentages of immigrant students into the higher quartiles. For example, in all countries but Luxembourg and Switzerland, more than 50% of the immigrant students are in the high-immigrant concentration quartile. This percentage is higher than 75% in Argentina, the Czech Republic, Estonia, Finland, Iceland and the United Kingdom. In Brazil, 100% of the immigrant students are in the high-immigrant concentration quartile. Immigrant students represent more than 50% of the students in this high-immigrant concentration quartile in Australia, Canada, Luxembourg, New Zealand and the United States.

In the quartile with the highest percentage of students speaking another language at home, around three-quarters of countries have more than 50% of immigrant students included in this quartile. Less than 25% of immigrant students in Brazil and more than 75% of the immigrant students in Finland and the United Kingdom are in this quartile. Immigrant students represent more than 50% of the students in this top quartile in Canada, Luxembourg and the United States.

The same sort of “push effect” is not in principle present when the quartiles are defined on the basis of an external factor, such as the education level of the student's mother. In this case, which does not explicitly include any reference to immigrant characteristics, the fourth quartile also contains significant shares of immigrant students. Across OECD countries, 36% of immigrant students are in the high-concentration quartile of students whose mothers have low levels of education, ranging from around 10% in Portugal to over 55% in the Netherlands.

Chart A5.2. Percentage of all immigrant students and of immigrant students among all students in the top quartile for the three measures of student concentration in schools

Note: A student with a low-educated mother is one whose mother has not attained an upper secondary education.

Countries are ranked in ascending order of the percentage of immigrant students in the top quartile of the measure of school concentration of students with low-educated mothers.

Source: OECD, PISA 2009 Database, Table A5.2.

StatLink <http://dx.doi.org/10.1787/888932661858>

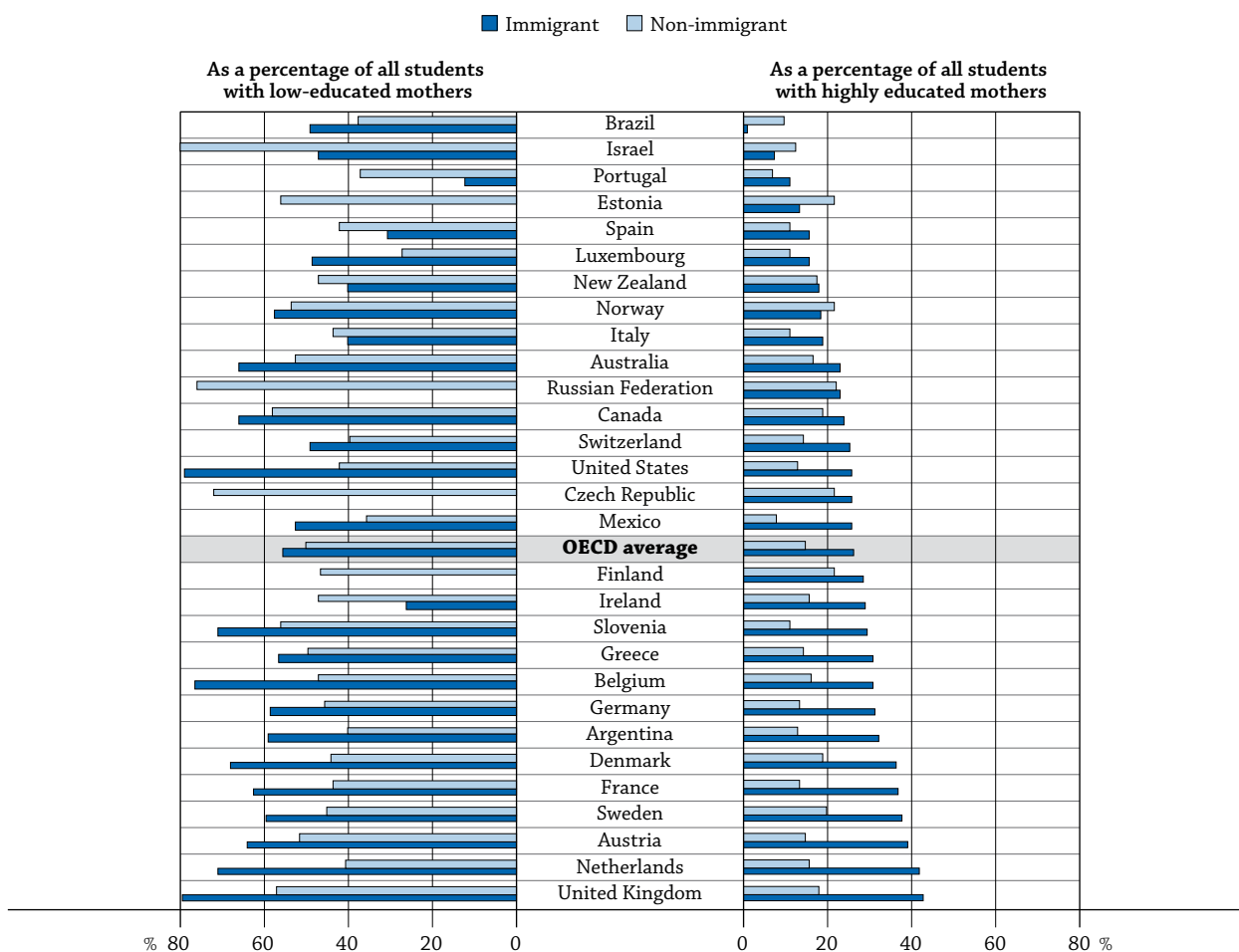
How close is the association between these various concentration measures and reading performance of immigrant students? Contrary to what one might expect, the percentage of students from disadvantaged backgrounds (e.g. with low-educated mothers) in a school is more highly negatively correlated with individual reading performance for the immigrant students in all countries assessed, except Estonia (Chart A5.1) than the two other concentration measures. The percentage of children in a particular school who mostly speak a foreign language at home is next in terms of the strength of the correlation, while the percentage of immigrants is the weakest covariate of the three. In many European countries, the association between immigrant outcomes and school disadvantage is especially high. The exceptions are the Nordic countries, Ireland and Spain, although outcomes for immigrant students in these countries are not always favourable compared to those of non-immigrant students.

Following this initial result, the analysis now turns to examine students in schools that have a high concentration of students whose mothers have low level of education. These schools are referred to as “disadvantaged schools”.

A5

In many countries, the educational attainment of immigrants is lower than that of non-immigrants, and the fact that one finds relatively more of their children in disadvantaged schools might simply be a reflection of this. But the story is not so simple. A higher proportion of immigrant students with low-educated mothers than of non-immigrant students with low-educated mothers – 56% and 50%, respectively – are in disadvantaged schools in most countries. The exceptions are Ireland, Israel, Italy, New Zealand, Portugal and Spain.

Chart A5.3. Percentage of students by mothers' education in disadvantaged schools



Note: A student with a low-educated mother is one whose mother has not attained an upper secondary education. A student with a highly educated mother is one whose mother has attained a tertiary education.

Countries are ranked in ascending order of the percentage of immigrant students with highly educated mothers in disadvantaged schools.

Source: OECD, PISA 2009 Database, Table A5.3.

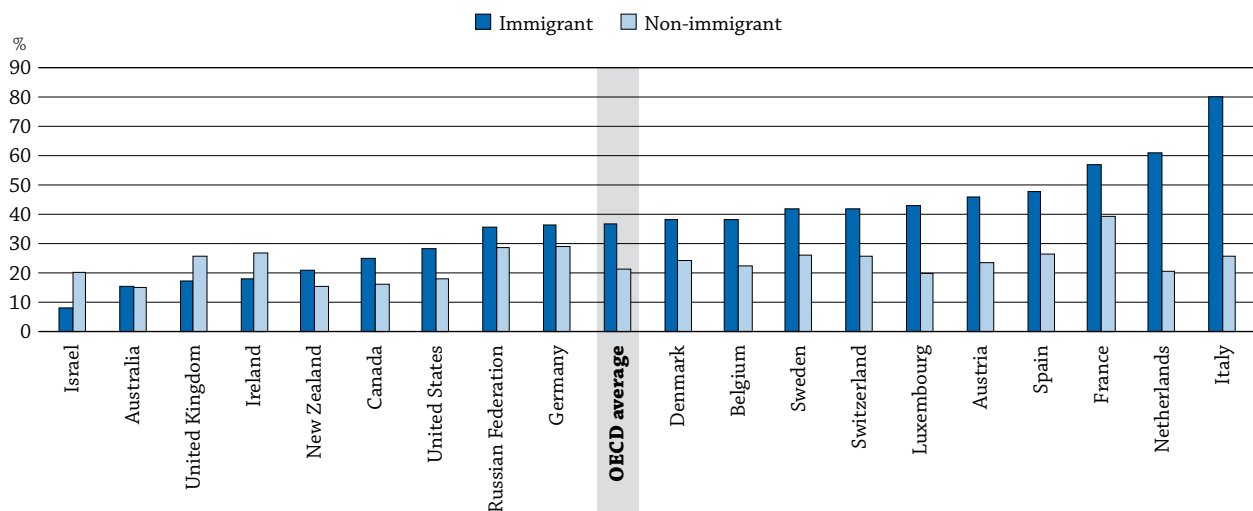
StatLink <http://dx.doi.org/10.1787/888932661877>

What is even more striking, however, is the even stronger over-representation of immigrant students with highly educated mothers in disadvantaged schools in all countries except Brazil, Estonia, Israel, and Norway (Table A5.3). In Austria, Italy, Luxembourg and the Netherlands, there are in relative terms more than twice as many immigrant students with highly educated mothers, compared to non-immigrant students with highly educated mothers, in disadvantaged schools. Across OECD countries, 26% of students with highly educated mothers are immigrant students in disadvantaged schools, and 14% of students with highly educated mothers are non-immigrant students in disadvantaged schools. Recall that the disadvantage quartiles are characterised not by immigrant characteristics but, rather, by maternal educational disadvantage. The question then is: why the over-representation of immigrant students in disadvantaged schools, at all parental educational levels?

The primary determinant of the socio-economic composition of a neighbourhood is housing costs, and some arriving immigrants may not always have the luxury of choosing their housing freely, either because of more limited funds, lower salaries or because of discrimination in the housing market. The choice of a neighbourhood may initially be motivated as much by the wish to be living near co-nationals or co-ethnics as by the affordability of housing. The two are often linked. The initial choice of housing may not be seen as definitive by the migrant, but may become so because of persistent low income or discrimination in housing, a reluctance to move from what has become a familiar environment, or simply inertia, among other reasons.

OECD research shows, for example, that highly educated immigrants more often tend to be overqualified for the jobs they are doing than is the case for non-immigrants (OECD, 2007). Overqualification is likely to be associated with lower salaries, which would make it more difficult to find housing in less disadvantaged neighbourhoods. It is indeed generally the case that immigrant students in disadvantaged schools, as well as those with highly educated parents, are more often from families with low occupational status than students whose parents are non-immigrants (Chart A5.4).

Chart A5.4. Percentage of students in disadvantaged schools with highly educated mothers from families with low occupational status, by immigrant status
As a percentage of all immigrant and non-immigrant students in disadvantaged schools



Note: A student with a highly educated mother is one whose mother has attained a tertiary education. Students with low occupational status families are those with a HISEI (Highest International Social and Economic Index) value lower than 40.

Countries are ranked in ascending order of the percentage of immigrant students.

Source: OECD, PISA 2009 Database, Table A5.3.

StatLink <http://dx.doi.org/10.1787/888932661896>

What is the impact of attending a disadvantaged school on reading performance, and in particular, the impact at different maternal educational attainment levels? The following analysis first shows the association between students attending disadvantaged schools and their reading performance, and then examines the association of their mother's educational attainment and their reading performance.

Chart A5.5 shows reading score differences between students who are in advantaged versus disadvantaged school quartiles and students with highly versus low-educated mothers. The comparison pertains to all students, not only students of immigrant background, to give a general picture of how well national education systems address educational disadvantage in general. For many countries, the picture is not always a positive one.

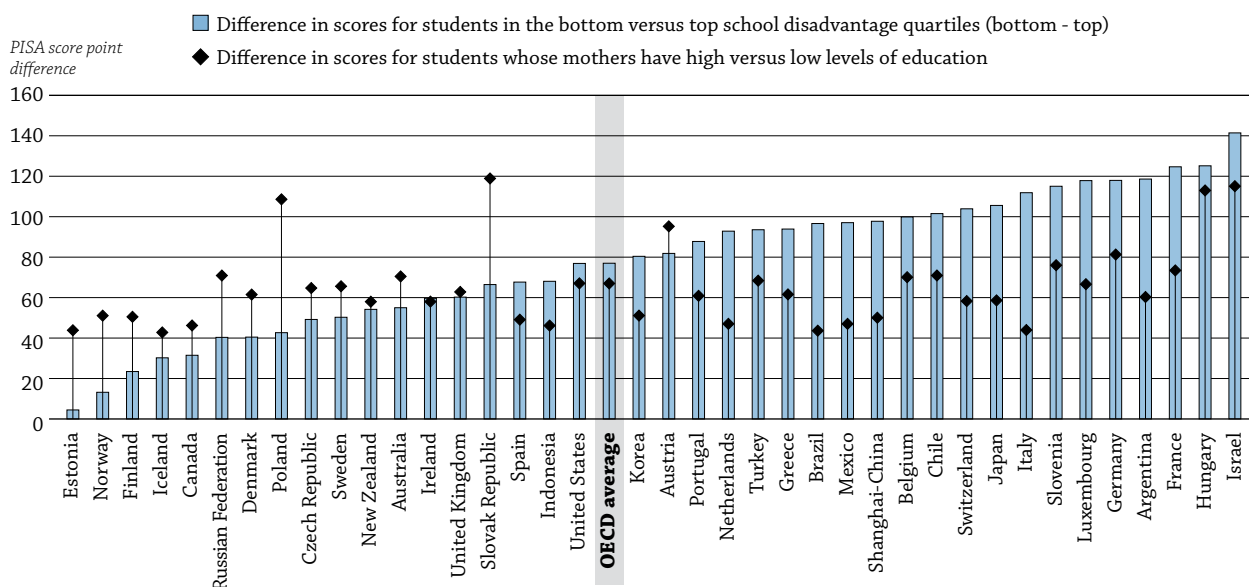
Indeed, for many students, whether they live in OECD member countries or not, the differences in reading scores associated with attending a disadvantaged school is much larger than those between students with highly

A5

versus low-educated mothers. Across OECD countries, the gap between students attending disadvantaged versus advantaged schools is 77 score points, near the equivalent of two school years, and the performance gap between students with low- versus highly educated mothers is 67 score points.

The school disadvantage effect is often substantially stronger than the family background effect. In some OECD countries, including France, Italy, Japan, Luxembourg, Mexico, the Netherlands, Slovenia and Switzerland, and among other G20 countries, such as Argentina, Brazil and Shanghai (China), the school disadvantage effect is even larger than one school year. There are very large differences in scores between schools where there are many students whose mothers have low levels of education and schools where there are very few, except in the Nordic and Eastern European countries included in this analysis (excluding Slovenia), and some countries with a long tradition of attracting immigrants such as Australia, Canada and New Zealand – the effect of parental educational attainment on reading performance is more important than the effect of school disadvantage. In some countries, the school disadvantage effect can be the product of a selection of students into different types of schools based on their academic performance.

Chart A5.5. Difference in scores between students in the top versus bottom school disadvantage quartiles, and those whose mothers have high versus low levels of education



Note: A student with a low-educated mother is one whose mother has not attained an upper secondary education. A student with a highly educated mother is one whose mother has attained a tertiary education.

Countries are ranked in ascending order of the score point difference between top and bottom quartile.

Source: OECD, PISA 2009 Database, Table A5.4.

StatLink <http://dx.doi.org/10.1787/888932661915Q>

These results highlight the fact that education and social policies interact to limit opportunities for school success among immigrant students. The policy choices available to address the issue of disadvantage are diverse.

One can attempt to overcome the adverse effects of the concentration of disadvantage by investing more in disadvantaged schools. There are a number of ways this could be done, such as attempting to attract better teachers, reducing class sizes, and providing additional remedial or tutoring help. Whether these measures would be effective for 15-year-old immigrant students is a point of empirical research. It is likely that intervention would need to occur much earlier, perhaps even at the pre-primary level. Some attempts to increase funding for disadvantaged schools have not always yielded the expected returns (Bénabou, Kramarz and Prost, 2004).

Other policy options would aim to reduce the concentration of disadvantage itself, for example through a broader dispersal of subsidised low-cost housing or through school choice policies. Such policies are broad in scope and would have implications for other, less disadvantaged neighbourhoods and schools. Again, these would undoubtedly be more effective if implemented early in students' school careers. School choice policies could quickly become controversial if, for example, they involved a departure from neighbourhood schools for young children.

The choices here are not simple ones. Increasing funding for disadvantaged schools may be a more feasible measure politically, but may not be the most effective, and it may be less possible during times of resource constraints. It is clear that attending a disadvantaged school has on average an adverse effect on all students, whatever their origin and whatever the educational attainment of their mothers. If the concentration of disadvantage is not an immigrant-specific phenomenon, immigrant students are still more affected, simply because a higher proportion of them come from disadvantaged families. Addressing the issue of school disadvantage for immigrant students in practice would mean addressing it for all students. This, however, is an objective that goes beyond the immediate goal of successfully integrating immigrant students in school.

Definitions

PISA distinguishes between three types of student immigrant status: i) students without an immigrant background, also referred to as **non-immigrant students**, are students who were born in the country where they were assessed by PISA or who had at least one parent born in the country; ii) second-generation students are students who were born in the country of assessment but whose parents are foreign-born; and iii) first-generation students are foreign-born students whose parents are also foreign-born. In this indicator, **immigrant students** include the students who are first- or second-generation immigrants.

Each sampled school in a country has been placed into a quartile defined according to the estimated (weighted) percentage of students in the school with mothers with less than upper secondary attainment. These students are referred to as students with **low-educated mothers**. The **disadvantaged schools** correspond to the 4th quartile, with the largest proportion of students with low-educated mothers. The advantaged schools are in the 1st quartile, with the smallest proportion of students with low-educated mothers. The students whose mothers have a tertiary education are referred to as students with **highly educated mothers**.

In this indicator, **low-status occupation** is defined as an HISEI (highest international socio-economic index of occupational status) less than 40, which roughly corresponds to service workers (other major groups included are agricultural workers, production and related workers, transport equipment operators and labourers). Occupational data for both the student's father and student's mother were obtained by asking open-ended questions. The response were coded to four-digit ISCO codes (ILO, 1990) and then mapped to the international socio-economic index of occupational status (ISEI) (Ganzeboom, et al., 1992). Three indices were obtained from these scores: father's occupational status (BFMJ); mother's occupational status (BMMJ); and the highest occupational status of parents (HISEI) which corresponds to the higher ISEI score of either parent or to the only available parent's ISEI score. For all three indices, higher ISEI scores indicate higher levels of occupational status. For more information, see: <http://arno.uvt.nl/show.cgi?fid=63721>.

In PISA 2009, **one school year's progress** corresponds to an average of 39 score points on the PISA reading scale. This was determined by calculating the difference in scores among the sizeable number of 15-year-olds in 32 OECD countries who were enrolled in at least two different grade levels.

Methodology

PISA covers students who are between 15 years 3 months and 16 years 2 months of age at the time of assessment, and who have completed at least 6 years of formal schooling, regardless of the type of institution in which they are enrolled and of whether they are in full-time or part-time education, whether they attend general or vocational programmes, and whether they attend public, private or foreign schools within the country (OECD, 2012b).

A5

For further information on the PISA assessment instruments and the methods used in PISA see the PISA website, www.pisa.oecd.org.

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

References

Bénabou, R., F. Kramarz and C. Prost (2004), “Zones d’éducation prioritaire: quels moyens pour quels résultats?”, *Économie et Statistique*, No. 380, INSEE, Paris.

Ganzeboom, H.B.G., P.M. De Graaf and D.J. Treiman (1992), “A Standard International Socio-economic Index of Occupational Status”, *Social Science Research*, Vol. 21, No. 1, pp. 1-56.

ILO (International Labour Organization) (1990), “International Standard Classification of Occupations”, ISCO-88, Geneva.

OECD (2007), “Matching Educational Background and Employment: A Challenge for Immigrants In Host Countries”, in *International Migration Outlook 2007*, OECD Publishing.

OECD (2012a), *Untapped Skills: Realising the Potential of Immigrant Students*, PISA, OECD Publishing.

OECD (2012b), *PISA 2009 Technical Report*, PISA OECD Publishing.

Szulkin, R. and J.O. Jonsson (2007), “Ethnic Segregation and Educational Outcomes in Swedish comprehensive Schools”, SULCIS Working Paper, Vol. 2007/2, Stockholm University.

Table A5.1. Correlations between reading performance and various measures of student concentration in schools*Results based on students' self-reports*

		Pearson correlation between student performance in reading and concentration measures in schools											
		Immigrant students						Non-immigrant students					
		Percentage of immigrant students in schools		Percentage of immigrant students speaking another language at home		Percentage of students with low-educated mothers ¹		Percentage of immigrant students in schools		Percentage of immigrant students speaking another language at home		Percentage of students with low-educated mothers ¹	
		Corr.	S.E.	Corr.	S.E.	Corr.	S.E.	Corr.	S.E.	Corr.	S.E.	Corr.	S.E.
OECD	Australia	0.15	(0.10)	0.13	(0.12)	-0.24	(0.05)	0.11	(0.03)	0.09	(0.04)	-0.20	(0.02)
	Austria	-0.29	(0.08)	-0.25	(0.08)	-0.46	(0.06)	-0.05	(0.04)	-0.04	(0.05)	-0.26	(0.05)
	Belgium	-0.26	(0.07)	-0.26	(0.07)	-0.35	(0.05)	-0.17	(0.03)	-0.17	(0.03)	-0.34	(0.03)
	Canada	-0.03	(0.04)	0.01	(0.04)	-0.15	(0.05)	0.12	(0.02)	0.11	(0.02)	-0.12	(0.02)
	Chile	c	c	c	c	c	c	c	c	c	c	-0.49	(0.02)
	Czech Republic	0.16	(0.08)	0.14	(0.07)	-0.28	(0.10)	0.07	(0.05)	0.09	(0.05)	-0.22	(0.04)
	Denmark	-0.23	(0.04)	-0.15	(0.05)	-0.23	(0.04)	-0.03	(0.03)	-0.02	(0.03)	-0.15	(0.03)
	Estonia	0.06	(0.08)	-0.06	(0.09)	-0.02	(0.06)	-0.16	(0.03)	-0.07	(0.03)	-0.06	(0.03)
	Finland	-0.30	(0.11)	-0.29	(0.10)	-0.13	(0.11)	0.03	(0.03)	0.02	(0.03)	-0.09	(0.03)
	France	-0.26	(0.10)	-0.14	(0.13)	-0.45	(0.07)	-0.21	(0.05)	-0.17	(0.06)	-0.47	(0.06)
	Germany	-0.35	(0.05)	-0.22	(0.05)	-0.58	(0.05)	-0.23	(0.04)	-0.21	(0.05)	-0.52	(0.04)
	Greece	-0.25	(0.05)	-0.19	(0.04)	-0.40	(0.09)	-0.16	(0.04)	-0.17	(0.03)	-0.37	(0.04)
	Hungary	0.01	(0.17)	-0.03	(0.09)	-0.58	(0.08)	0.14	(0.06)	0.07	(0.03)	-0.57	(0.02)
	Iceland	-0.24	(0.14)	0.16	(0.11)	-0.09	(0.10)	-0.01	(0.02)	0.00	(0.02)	-0.12	(0.02)
	Ireland	-0.14	(0.07)	-0.21	(0.07)	-0.10	(0.08)	0.06	(0.04)	0.00	(0.04)	-0.28	(0.03)
	Israel	-0.11	(0.06)	0.00	(0.06)	-0.38	(0.06)	0.10	(0.04)	0.10	(0.04)	-0.49	(0.03)
	Italy	-0.32	(0.03)	-0.32	(0.04)	-0.49	(0.03)	-0.12	(0.03)	-0.13	(0.02)	-0.47	(0.02)
	Japan	c	c	c	c	c	c	c	c	c	c	-0.41	(0.04)
	Korea	c	c	c	c	c	c	c	c	c	c	-0.40	(0.04)
	Luxembourg	0.02	(0.02)	-0.36	(0.02)	-0.52	(0.01)	-0.31	(0.02)	-0.36	(0.02)	-0.40	(0.02)
	Mexico	-0.38	(0.10)	-0.15	(0.05)	-0.43	(0.11)	-0.24	(0.03)	-0.06	(0.04)	-0.45	(0.02)
	Netherlands	-0.27	(0.11)	-0.22	(0.10)	-0.34	(0.09)	-0.17	(0.05)	-0.12	(0.05)	-0.35	(0.05)
	New Zealand	-0.13	(0.04)	-0.14	(0.04)	-0.24	(0.05)	0.07	(0.03)	0.04	(0.03)	-0.23	(0.04)
	Norway	-0.14	(0.08)	-0.13	(0.07)	-0.19	(0.06)	0.03	(0.03)	0.02	(0.03)	-0.06	(0.03)
	Poland	c	c	c	c	c	c	c	c	c	c	-0.17	(0.03)
	Portugal	-0.32	(0.08)	-0.28	(0.06)	-0.33	(0.07)	-0.01	(0.03)	-0.10	(0.04)	-0.39	(0.03)
	Slovak Republic	c	c	c	c	c	c	c	c	c	c	-0.33	(0.04)
	Slovenia	-0.34	(0.06)	-0.34	(0.07)	-0.40	(0.05)	-0.24	(0.01)	-0.24	(0.01)	-0.51	(0.01)
	Spain	-0.05	(0.05)	-0.18	(0.04)	-0.23	(0.04)	-0.03	(0.02)	-0.06	(0.02)	-0.31	(0.03)
	Sweden	-0.23	(0.07)	-0.18	(0.05)	-0.22	(0.04)	-0.03	(0.03)	-0.04	(0.03)	-0.15	(0.03)
	Switzerland	-0.18	(0.07)	-0.29	(0.03)	-0.44	(0.03)	-0.15	(0.03)	-0.18	(0.04)	-0.38	(0.03)
	Turkey	c	c	c	c	c	c	c	c	c	c	-0.47	(0.03)
	United Kingdom	-0.13	(0.09)	-0.26	(0.08)	-0.29	(0.06)	-0.07	(0.03)	-0.08	(0.04)	-0.21	(0.03)
	United States	-0.10	(0.04)	-0.11	(0.04)	-0.25	(0.05)	-0.08	(0.03)	-0.08	(0.04)	-0.26	(0.03)
	OECD average	-0.17	(0.02)	-0.15	(0.01)	-0.31	(0.01)	-0.06	(0.01)	-0.06	(0.01)	-0.32	(0.01)
	EU21 average	-0.18	(0.02)	-0.20	(0.02)	-0.34	(0.02)	-0.09	(0.01)	-0.09	(0.01)	-0.32	(0.01)
Other G20	Argentina	0.16	(0.17)	0.10	(0.14)	-0.29	(0.13)	-0.05	(0.04)	0.01	(0.08)	-0.47	(0.03)
	Brazil	0.02	(0.15)	0.07	(0.19)	-0.15	(0.22)	-0.15	(0.03)	0.01	(0.05)	-0.43	(0.02)
	Indonesia	c	c	c	c	c	c	c	c	c	c	-0.40	(0.05)
	Russian Federation	-0.25	(0.13)	-0.30	(0.10)	-0.29	(0.09)	-0.08	(0.05)	-0.13	(0.05)	-0.16	(0.03)
	Shanghai-China	c	c	c	c	c	c	c	c	c	c	-0.46	(0.04)
G20 average		-0.14	(0.03)	-0.11	(0.03)	-0.33	(0.03)	-0.09	(0.01)	-0.06	(0.01)	-0.37	(0.01)

Note: Values that are statistically significant are indicated in bold.

1. Low-educated mothers are those with an educational attainment level lower than upper secondary education.

Source: OECD, PISA 2009 Database.

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932664860>

Table A5.2. **Concentration of immigrant students in schools according to various characteristics***Results based on students' self-reports*

		Percentage of all immigrant students who are in the top quartile						Immigrant students as a percentage of all students in the top quartile					
		Concentration quartiles defined by:						Concentration quartiles defined by:					
		Percentage of immigrant students in schools		Percentage of immigrant students speaking another language at home		Percentage of students with low-educated mothers ¹		Percentage of immigrant students in schools		Percentage of immigrant students speaking another language at home		Percentage of students with low-educated mothers ¹	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	55.9	(3.7)	53.4	(4.3)	30.0	(4.2)	51.6	(2.0)	44.0	(3.5)	20.1	(3.7)
	Austria	68.3	(4.4)	65.8	(5.3)	46.5	(5.9)	36.1	(2.3)	32.2	(3.0)	20.5	(3.4)
	Belgium	69.6	(3.4)	58.4	(5.1)	48.6	(4.4)	39.0	(2.6)	29.0	(3.2)	23.7	(3.2)
	Canada	64.0	(4.1)	60.4	(4.5)	29.8	(4.4)	65.4	(2.0)	54.4	(4.1)	23.7	(3.9)
	Chile	c	c	c	c	c	c	1.7	(0.3)	0.5	(0.2)	0.2	(0.1)
	Czech Republic	76.0	(5.8)	59.8	(7.4)	32.1	(8.8)	6.5	(0.5)	3.9	(0.7)	2.3	(0.8)
	Denmark	66.3	(3.5)	58.0	(4.8)	51.0	(4.0)	20.6	(1.7)	14.9	(1.9)	13.9	(1.9)
	Estonia	82.4	(2.6)	29.7	(7.1)	18.5	(6.1)	29.5	(2.3)	7.3	(2.3)	4.9	(2.0)
	Finland	81.2	(4.2)	78.0	(5.4)	34.3	(8.4)	8.5	(0.7)	7.5	(0.9)	2.9	(1.0)
	France	70.3	(4.8)	63.3	(5.8)	53.0	(6.7)	39.0	(3.0)	29.2	(4.0)	24.7	(4.8)
	Germany	59.7	(4.7)	47.7	(5.4)	43.9	(4.9)	40.9	(2.9)	21.8	(2.8)	21.1	(3.2)
	Greece	72.0	(4.0)	61.3	(5.7)	42.1	(5.8)	19.9	(1.7)	15.0	(2.2)	10.3	(2.0)
	Hungary	68.3	(6.5)	35.7	(6.6)	20.8	(4.9)	5.5	(0.5)	2.7	(0.6)	1.4	(0.5)
	Iceland	76.2	(5.7)	73.1	(6.0)	35.1	(6.1)	6.3	(0.9)	5.3	(0.9)	2.4	(0.6)
	Ireland	55.0	(5.9)	47.8	(5.7)	25.6	(5.0)	17.3	(1.0)	12.1	(1.8)	3.7	(1.3)
	Israel	59.4	(4.7)	55.4	(5.2)	17.5	(4.2)	45.9	(2.6)	37.9	(4.2)	11.2	(3.5)
	Italy	71.9	(2.3)	64.8	(2.7)	28.4	(3.2)	13.3	(0.5)	10.9	(0.7)	4.3	(0.7)
	Japan	c	c	c	c	c	c	1.1	(0.2)	0.4	(0.1)	0.4	(0.2)
	Korea	c	c	c	c	c	c	0.1	(0.1)	0.1	(0.1)	0.0	(0.0)
	Luxembourg	41.7	(0.8)	37.5	(0.8)	35.9	(0.8)	67.6	(1.2)	52.4	(1.1)	44.2	(1.1)
	Mexico	95.8	(1.2)	36.0	(3.6)	47.1	(5.5)	6.0	(0.4)	2.0	(0.3)	2.7	(0.4)
	Netherlands	70.2	(4.8)	62.4	(6.8)	57.5	(6.6)	33.7	(4.2)	25.2	(5.2)	25.6	(4.9)
	New Zealand	53.3	(3.3)	52.6	(3.3)	25.2	(3.5)	52.7	(1.4)	48.9	(2.0)	16.5	(2.9)
	Norway	63.8	(5.1)	60.5	(5.1)	31.4	(5.5)	17.2	(1.6)	14.3	(2.0)	5.9	(1.8)
	Poland	c	c	c	c	c	c	0.1	(0.1)	0.0	(0.0)	0.0	(0.0)
	Portugal	72.3	(3.4)	52.3	(6.8)	10.5	(2.7)	15.3	(1.0)	8.8	(1.7)	1.0	(0.5)
	Slovak Republic	c	c	c	c	c	c	2.0	(0.4)	0.9	(0.3)	0.9	(0.4)
	Slovenia	71.9	(2.5)	66.6	(3.1)	43.2	(2.7)	20.1	(1.2)	17.0	(1.2)	10.4	(0.9)
	Spain	66.2	(3.3)	54.1	(4.4)	22.3	(3.7)	25.2	(1.1)	17.4	(1.7)	6.2	(1.3)
	Sweden	66.0	(5.0)	62.9	(4.8)	41.6	(6.6)	30.6	(2.8)	26.7	(2.9)	14.8	(3.5)
	Switzerland	47.5	(4.0)	42.9	(4.0)	37.0	(3.8)	44.7	(1.5)	33.4	(3.7)	25.3	(3.1)
	Turkey	c	c	c	c	c	c	2.1	(0.5)	0.6	(0.2)	0.2	(0.1)
	United Kingdom	80.0	(2.7)	75.0	(4.2)	50.1	(6.7)	34.3	(2.8)	31.2	(3.4)	20.9	(3.8)
	United States	68.7	(4.2)	67.5	(4.8)	53.5	(6.4)	54.8	(2.2)	51.2	(3.5)	36.4	(4.8)
	OECD average	67.6	(0.8)	56.5	(1.0)	36.2	(1.0)	25.1	(0.3)	19.4	(0.4)	11.8	(0.4)
	EU21 average	68.9	(1.0)	56.9	(1.2)	37.1	(1.3)	24.0	(0.4)	17.4	(0.5)	12.3	(0.5)
Other G20	Argentina	79.0	(5.0)	51.5	(9.7)	45.5	(9.3)	11.8	(1.5)	6.7	(2.0)	5.4	(1.5)
	Brazil	100.0	(0.0)	21.2	(8.5)	26.4	(9.8)	3.0	(0.4)	0.6	(0.3)	0.8	(0.3)
	Indonesia	c	c	c	c	c	c	1.2	(0.4)	1.1	(0.4)	0.3	(0.2)
	Russian Federation	51.3	(6.6)	38.3	(7.7)	29.7	(8.2)	25.0	(2.9)	13.7	(4.1)	10.0	(4.6)
	Shanghai-China	c	c	c	c	c	c	2.1	(0.3)	0.8	(0.2)	1.1	(0.3)
G20 average		72.4	(1.2)	52.6	(1.8)	39.8	(2.0)	22.0	(0.4)	16.8	(0.6)	10.7	(0.7)

1. Low-educated mothers are those with an educational attainment level lower than upper secondary education.

Source: OECD, PISA 2009 Database.

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932664879>

Table A5.3. Percentage of students in disadvantaged schools, by educational level of their mother, and from low occupational status families*Results based on students' self-reports*

	Students with low-educated mothers in disadvantaged schools, as a percentage of all students with low-educated mothers ¹				Students with highly educated mothers in disadvantaged schools, as a percentage of all students with highly educated mothers ²				Students in disadvantaged schools with highly educated mothers from families with low occupational status ³			
	Immigrant students		Non-immigrant students		Immigrant students		Non-immigrant students		Immigrant students		Non-immigrant students	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	66.0 (6.3)	52.6 (4.3)	22.7 (4.0)	16.6 (2.3)	15.5 (2.7)	15.1 (1.6)					
	Austria	64.2 (5.7)	51.7 (6.4)	39.1 (7.3)	14.5 (2.8)	46.2 (7.9)	23.6 (4.3)					
	Belgium	76.5 (3.7)	47.0 (4.3)	30.6 (4.5)	16.0 (2.2)	38.2 (5.5)	22.7 (2.2)					
	Canada	66.4 (6.3)	58.3 (4.4)	23.8 (3.9)	18.6 (2.0)	25.1 (2.6)	16.4 (1.6)					
	Chile	c c	46.7 (5.2)	c c	7.3 (1.4)	m m	29.9 (4.3)					
	Czech Republic	c c	72.2 (4.7)	25.5 (9.5)	21.6 (3.5)	c c	16.6 (3.5)					
	Denmark	68.3 (5.0)	44.4 (5.1)	36.4 (4.6)	18.6 (3.0)	38.2 (5.7)	24.4 (2.8)					
	Estonia	c c	56.1 (5.0)	13.4 (5.4)	21.5 (2.8)	c c	17.9 (2.3)					
	Finland	c c	46.6 (5.2)	28.6 (8.0)	21.7 (3.3)	c c	21.8 (1.9)					
	France	62.8 (6.4)	43.8 (5.3)	36.5 (7.4)	13.1 (2.4)	56.9 (8.2)	39.4 (4.9)					
	Germany	58.5 (6.4)	45.8 (4.9)	31.3 (5.3)	13.0 (2.5)	36.6 (6.8)	29.1 (5.6)					
	Greece	56.8 (10.7)	49.6 (4.6)	30.6 (4.3)	14.1 (2.7)	c c	15.5 (4.6)					
	Hungary	c c	60.8 (4.6)	c c	9.1 (1.3)	c c	25.0 (3.9)					
	Iceland	c c	43.2 (1.9)	c c	17.6 (0.8)	c c	6.4 (1.6)					
	Ireland	26.2 (8.8)	47.2 (5.6)	28.6 (6.0)	15.6 (3.2)	18.1 (8.2)	26.9 (3.1)					
	Israel	47.2 (7.1)	80.6 (2.7)	7.3 (3.0)	12.3 (1.6)	8.3 (4.1)	20.5 (3.6)					
	Italy	40.1 (5.4)	43.7 (2.1)	18.7 (4.2)	11.0 (1.0)	80.4 (6.5)	26.0 (2.6)					
	Japan	c c	66.0 (4.4)	c c	14.9 (1.6)	c c	28.7 (2.6)					
	Korea	m m	54.7 (5.0)	c c	14.7 (2.8)	m m	16.1 (3.8)					
	Luxembourg	48.7 (1.8)	27.4 (2.2)	15.7 (1.8)	11.1 (0.9)	43.0 (6.6)	19.9 (4.2)					
	Mexico	52.5 (5.9)	35.7 (2.2)	25.8 (7.3)	7.5 (0.7)	c c	34.2 (2.6)					
	Netherlands	71.4 (6.0)	40.6 (5.2)	41.7 (9.1)	15.3 (2.7)	61.2 (8.4)	20.8 (2.9)					
	New Zealand	40.1 (6.0)	47.3 (4.7)	18.0 (3.0)	17.3 (2.7)	20.9 (4.9)	15.6 (3.1)					
	Norway	57.8 (8.0)	53.6 (5.6)	18.1 (4.8)	21.4 (3.0)	c c	10.4 (1.4)					
	Poland	c c	55.3 (5.3)	m m	14.9 (3.1)	m m	5.1 (2.1)					
	Portugal	12.4 (3.8)	37.0 (4.2)	10.8 (3.3)	6.7 (1.2)	c c	24.1 (4.6)					
	Slovak Republic	c c	83.1 (3.7)	c c	18.4 (3.0)	m m	22.5 (2.6)					
	Slovenia	71.1 (4.5)	56.0 (2.6)	29.4 (6.6)	11.0 (0.8)	c c	11.6 (2.4)					
	Spain	30.8 (5.0)	42.3 (4.1)	15.3 (3.6)	10.7 (1.5)	48.1 (9.9)	26.4 (3.9)					
	Sweden	59.7 (8.1)	45.0 (5.1)	37.5 (6.7)	19.6 (2.8)	42.1 (4.9)	26.3 (2.3)					
	Switzerland	49.3 (4.3)	39.7 (4.5)	25.1 (3.9)	14.2 (2.2)	42.2 (5.9)	25.7 (4.5)					
	Turkey	c c	30.0 (3.8)	c c	2.7 (0.9)	m m	c c					
	United Kingdom	79.8 (8.1)	57.1 (4.6)	42.5 (7.0)	17.7 (2.3)	17.5 (3.5)	25.7 (2.6)					
	United States	79.0 (4.2)	42.3 (6.4)	25.4 (5.7)	12.8 (2.5)	28.5 (4.9)	18.0 (2.2)					
	OECD average	55.9 (1.3)	50.1 (0.8)	26.1 (1.1)	14.5 (0.4)	37.0 (1.5)	21.5 (0.6)					
	EU21 average	55.2 (1.6)	50.1 (1.0)	28.4 (1.4)	15.0 (0.5)	43.9 (2.0)	22.4 (0.8)					
Other G20	Argentina	59.1 (10.1)	40.2 (5.3)	32.2 (9.8)	12.7 (2.1)	c c	45.0 (3.9)					
	Brazil	49.1 (15.1)	37.6 (3.5)	0.9 (1.0)	9.6 (1.4)	c c	41.5 (3.6)					
	Indonesia	c c	35.5 (4.6)	c c	4.6 (1.4)	m m	c c					
	Russian Federation	c c	75.9 (6.1)	23.0 (5.6)	21.9 (3.6)	35.9 (7.2)	28.9 (2.3)					
	Shanghai-China	c c	44.7 (4.8)	c c	8.6 (1.6)	c c	27.0 (4.1)					
	G20 average	60.8 (2.7)	47.4 (1.2)	26.0 (1.9)	12.2 (0.5)	40.1 (2.3)	28.9 (1.0)					

Note: Disadvantaged schools are those in the country-specific fourth quartile of the concentration measure of students with low-educated mothers at the school level (these are the 25% of school with the highest proportion of students with low-educated mothers).

1. Students with low-educated mothers are those whose mother has not attained an upper secondary education.

2. Students with highly educated mothers are those whose mother has attained a tertiary education.

3. Students from families with low occupational status are those with a HISEI lower than 40. HISEI is the highest international social and economic index.

Source: OECD, PISA 2009 Database.

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932664898>


Table A5.4. **Performance among students in the school disadvantage quartiles and those whose mothers have high or low levels of education***Results based on students' self-reports*

		Mean performance on the reading scale of students...										Difference in scores between...					
		In the bottom quartile of school disadvantage		In the second quartile of school disadvantage		In the third quartile of school disadvantage		In the top quartile of school disadvantage		With low-educated mothers		With highly educated mothers		Students in the bottom and top school disadvantage quartiles		Students whose mothers have high or low levels of education	
														Score dif.	S.E.	Score dif.	S.E.
OECD		Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.
	Australia	544	(5.3)	523	(4.5)	506	(4.8)	489	(6.0)	471	(4.3)	541	(2.8)	55	(7.9)	70	(4.3)
	Austria	520	(7.3)	493	(9.5)	499	(8.8)	438	(10.3)	404	(6.6)	499	(4.0)	82	(13.6)	95	(7.1)
	Belgium	563	(7.9)	534	(6.1)	499	(6.3)	463	(6.4)	465	(3.9)	535	(2.5)	100	(10.8)	70	(4.5)
	Canada	544	(3.5)	530	(3.0)	527	(4.5)	512	(3.7)	491	(4.7)	537	(1.7)	31	(5.0)	46	(4.8)
	Chile	511	(5.5)	462	(5.7)	432	(5.1)	409	(5.6)	416	(3.4)	487	(3.6)	102	(7.6)	71	(4.4)
	Czech Republic	503	(6.4)	502	(5.7)	491	(8.7)	454	(7.3)	432	(7.4)	496	(4.9)	49	(9.7)	65	(7.9)
	Denmark	525	(5.1)	496	(6.0)	487	(4.8)	484	(4.5)	451	(3.7)	512	(2.5)	40	(6.7)	62	(4.1)
	Estonia	506	(5.1)	510	(7.1)	507	(5.4)	502	(3.9)	467	(6.6)	511	(3.4)	4	(6.7)	44	(7.0)
	Finland	546	(4.2)	537	(4.5)	536	(4.5)	523	(4.3)	496	(4.7)	547	(2.4)	23	(5.9)	50	(4.5)
	France	565	(11.7)	539	(8.1)	477	(9.2)	441	(11.0)	456	(4.6)	529	(4.4)	125	(17.7)	73	(6.4)
	Germany	571	(5.6)	543	(5.6)	518	(7.4)	453	(7.8)	448	(4.2)	529	(4.2)	118	(10.0)	81	(5.7)
	Greece	527	(4.4)	503	(7.4)	494	(6.5)	433	(11.7)	444	(6.2)	506	(3.9)	94	(12.4)	62	(5.5)
	Hungary	566	(5.2)	533	(6.2)	501	(6.1)	440	(6.6)	421	(6.0)	534	(4.6)	125	(8.3)	113	(7.4)
	Iceland	518	(3.0)	504	(2.9)	492	(3.3)	488	(3.2)	477	(3.2)	520	(2.2)	30	(4.4)	43	(4.1)
	Ireland	533	(5.5)	506	(6.1)	488	(8.5)	474	(6.8)	461	(4.0)	519	(3.3)	60	(8.7)	58	(4.2)
	Israel	536	(5.7)	514	(5.3)	474	(8.1)	395	(7.1)	401	(6.3)	516	(3.8)	141	(9.1)	115	(6.7)
	Italy	544	(3.3)	514	(3.7)	478	(4.5)	432	(4.5)	459	(2.6)	503	(2.4)	112	(5.6)	44	(3.2)
	Japan	561	(7.6)	553	(5.6)	519	(6.4)	456	(8.4)	483	(7.3)	542	(3.6)	106	(11.2)	59	(7.6)
	Korea	572	(5.0)	559	(4.7)	540	(6.4)	492	(7.7)	504	(7.2)	555	(4.9)	80	(9.3)	51	(7.2)
	Luxembourg	539	(2.0)	503	(2.1)	425	(2.7)	421	(2.3)	436	(2.6)	503	(2.7)	118	(3.1)	67	(3.6)
	Mexico	485	(3.6)	440	(3.9)	418	(3.1)	388	(4.3)	408	(1.9)	455	(2.4)	97	(5.5)	47	(2.3)
	Netherlands	551	(7.8)	535	(17.1)	498	(10.3)	458	(7.4)	479	(5.8)	526	(5.5)	93	(11.1)	47	(5.3)
	New Zealand	553	(5.5)	542	(6.7)	529	(4.7)	499	(6.9)	493	(4.0)	551	(3.2)	54	(9.1)	58	(4.5)
	Norway	508	(5.0)	511	(5.3)	502	(5.4)	495	(3.9)	465	(6.0)	516	(2.8)	13	(6.3)	51	(5.7)
	Poland	519	(5.4)	503	(6.1)	501	(4.7)	476	(4.2)	444	(5.1)	553	(3.9)	43	(7.1)	109	(6.4)
	Portugal	538	(5.7)	499	(3.7)	478	(6.7)	450	(6.1)	470	(3.2)	531	(4.5)	88	(8.7)	61	(4.8)
	Slovak Republic	514	(5.7)	510	(4.7)	474	(7.8)	447	(8.4)	384	(11.3)	503	(4.2)	66	(10.5)	119	(11.9)
	Slovenia	548	(1.9)	532	(2.5)	464	(1.9)	433	(2.0)	440	(3.8)	516	(2.7)	115	(2.8)	76	(4.7)
	Spain	518	(3.9)	490	(3.4)	471	(4.0)	450	(4.2)	460	(2.5)	509	(2.8)	68	(5.6)	49	(3.4)
	Sweden	526	(6.0)	497	(5.8)	486	(5.4)	476	(5.6)	447	(6.1)	513	(3.2)	50	(8.5)	66	(6.5)
	Switzerland	555	(8.0)	525	(7.5)	483	(4.8)	451	(3.8)	463	(3.9)	522	(3.5)	104	(9.2)	58	(4.7)
	Turkey	527	(7.3)	471	(8.1)	447	(5.7)	434	(4.7)	454	(3.2)	523	(7.5)	94	(8.5)	68	(7.3)
	United Kingdom	531	(5.5)	511	(4.4)	490	(6.4)	471	(6.5)	454	(5.4)	516	(2.7)	60	(9.2)	63	(6.3)
	United States	538	(8.5)	514	(5.4)	483	(7.0)	461	(4.7)	458	(4.3)	525	(4.8)	77	(9.7)	67	(5.8)
		OECD average	535	(1.0)	513	(1.1)	489	(1.1)	458	(1.1)	453	(0.9)	520	(0.6)	77	(1.5)	67
	EU21 average	536	(1.3)	514	(1.5)	489	(1.4)	458	(1.5)	448	(1.2)	518	(0.8)	78	(2.0)	70	(1.3)
Other G20	Argentina	481	(8.4)	415	(10.5)	386	(7.7)	362	(9.6)	369	(4.8)	429	(5.6)	119	(12.3)	60	(6.4)
	Brazil	486	(5.7)	412	(8.3)	402	(4.9)	389	(3.8)	393	(2.6)	437	(4.9)	97	(6.8)	44	(4.9)
	Indonesia	442	(8.5)	408	(7.4)	389	(6.2)	374	(5.6)	390	(3.2)	437	(8.3)	68	(9.9)	46	(8.1)
	Russian Federation	472	(5.4)	470	(4.7)	472	(5.9)	432	(7.1)	397	(12.3)	468	(3.2)	40	(7.7)	71	(12.0)
	Shanghai-China	608	(4.9)	568	(5.2)	541	(6.5)	510	(7.2)	532	(3.5)	582	(3.2)	98	(9.0)	50	(4.8)
	G20 average	529	(1.6)	498	(1.5)	475	(1.5)	443	(1.7)	448	(1.3)	507	(1.1)	86	(2.4)	59	(1.6)

Notes: Disadvantage quartiles are defined at the country level, ranking schools according to the proportion of students with low-educated mothers. The highest disadvantage quartile, the top quartile, is the one with the 25% of schools where the proportion of students with low-educated mothers is highest. The opposite is true for the lowest disadvantaged quartile, the bottom quartile. Low-educated mothers are those with an educational attainment level lower than upper secondary education. Highly educated mothers are those with a tertiary level of education. Values that are statistically significant are indicated in bold.

Source: OECD, PISA 2009 Database.

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

StatLink  <http://dx.doi.org/10.1787/888932664917>



From:

Education at a Glance 2012

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2012-en>

Please cite this chapter as:

OECD (2012), “Indicator A5 How well do immigrant students perform in school?”, in *Education at a Glance 2012: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2012-9-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.