

Hand out on Research on Education & Migrant Children

Existing evidence indicate ethnic differences in migrant's education attainment over time.

Generally, studies have converged on key aspects that: first and second generation migrants tend to have higher ambitions and superior academic performance than third generation migrants

Migrants of Asian origin tend to have higher and more stable expectations and to perform better in schools than other ethnicities.

Ethnic differences remain even after controlling for social class, family structure, and place of birth of parents.

Studies in the US indicate that minority youths' aspirations are uniformly high in the early secondary grades,

But

that black and Hispanic students tend to lower their aspirations, while the ambition of whites and Asians remains stable through the high school years.

In the Irish context migrants, who are mainly comprised of first generation, on average, achieve education outcomes similar to their Irish-born peers, possibly because the socio-economic backgrounds of these students are similar to or higher than them (OECD, 2009).

Studies conducted in the Irish schools located in disadvantaged neighbourhoods of Dublin indicated that immigrant children were credited with creating the possibility of raising the standards and learning expectations (Devine, 2005, Smyth et al., 2009).

Ethnic differences found in Irish studies are similar to those documented internationally among first generation migrant children.

Ethnic differences in sustained positive educational outcomes of some categories of migrants imply that there are other variables that interact with these youth's educational outcomes.

References

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