

## Education of International Newly Arrived Migrant pupils

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### 1. Abstract

**EDINA** (Sept. 2015- Aug. 2018) brings together policy makers, schools and researchers from **Finland (Helsinki)**, **Belgium (Ghent)** and **The Netherlands (Rotterdam and Utrecht)**.

The three Member States share:

- a sudden rise in the flow of Newly Arrived Migrant pupils (NAMS);
- the same clear focus: to improve integration by school education for newly arrived migrant pupils;
- education for children and adolescents **regardless of their residential status**;

However, criteria regarding:

1. *reception, duration of special schooling, transition to regular or to secondary school;*
  2. *constitution of learning environments;*
  3. *instructional background of teachers*
- greatly vary within and between the countries.

### 3. Some insights into the country reports

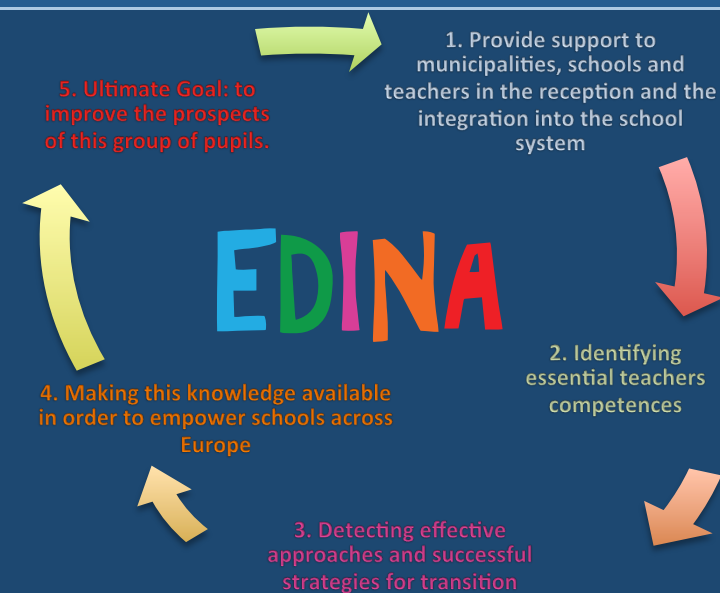
**Mobility of the pupils** In **Finland**, refugees move 1-2 times a year, in **The Netherlands**, 5-7 times and in **Flanders** 1-2 times a year  
Goal → Reduce mobility/ organize follow up education

**Reception Duration Transition into regular education** In **Finland**, duration of reception class is 1 year max. and the schools are working through faster integration into regular educ.  
In **The Netherlands**, 1 a 2 years of reception classroom; (Criteria on the reception and transition vary per school (division by age or level of Dutch proficiency))  
In **Flanders**, 1 a 2 years of reception classrooms in prim. educ. & 1 year in sec. educ.  
Goal → Encourage faster integration into regular classroom, foster support based on age division

**Constitution of learning environments** In **Finland**, prim. & sec. educ. provide extra support and flexible programs in regular class or additional reception program in separate class. Home- school cooperation in emphasized, instruction in Finnish/Swedish L2 is provided. Instruction in L1s is possible but extra-curricular;  
In the **Netherlands**, prim. & sec. educ. provide additional reception program in separate class with indiv. work plan & learning pathway; no education in L1's; attention to own culture is emerging;  
In **Flanders**, prim. educ. provides extra support and flexible or additional reception program in separate class; Instruction in L1s is possible but extra-curricular. In Sec. educ., NAMS are included in reception class with indiv. work plan & learning pathway;  
Goal → Provide differentiation tools allowing flexible education taking biographical backgrounds into account;

**Instructional background of teachers** The teachers: **Finnish** L1 teachers. Multiculturalism & societal participation are some of the core values of the teacher educ.; strong connection between schools and the Univ. of Helsinki. Punctual trainings organized.  
In **Flanders** and **The Netherlands**, Dutch L1 teachers without any particular requirements. Punctual trainings organized. In **Flanders**, strong connection between the "Centre for diversity and learning" and schools.  
Goal → Reinforce interdisciplinary cooperation, peer feedback & instruction of teachers based on social justice

### 2. Objectives



### 3. Some insights into the country reports

**Financial support** In **Finland**, 6 years of support per pupil; In **The Netherlands**, 1 year in primary educ. & 2 years in secondary educ. attributed per school with a min. of 4 NAMS. In **Flanders**, teaching periods are added in prim. educ. & teacher hours in sec. educ. + a possible allowance per NAM per school with a min. of 4 to 6 NAMS  
Goal → Provide policy makers with insights into best practices regarding financial support of migrant education

### 4. Expected results

1. Differentiation tool (Univ. of Ghent)
  2. Teachers competencies tool (Univ. of Helsinki)
  3. Reception, transition and evaluation tool (Utrecht Univ.)
- Based on scenarios: structure of comparison and differentiation to construct a set cases along the biography of NAMS.
- Next steps:
    - Implementation of the tools in the three cities (2016-2017)
    - Evaluation of the tools and adjustment (2017)
    - Dissemination (2018)

### 5. Take home message

- Complex subject and task
- (re-)problematizing integration and contributing to critical debates in our cities about NAMS
- More than an addition of results, **EDINA** is an ongoing process acting at three levels: Policy, Education & Research
- Next steps:
  - 2<sup>nd</sup> national policy group
  - 2<sup>nd</sup> national project group
  - 3<sup>rd</sup> international Steering group meeting in Ghent

**We thank the schools, teachers, pupils, school boards, parents, municipalities for their enthusiastic participation in this project!**