

Education of International Newly arrived migrant pupils.

Finding the most optimal approach of education of newly arrived migrant pupils (NAMs) is an increasingly relevant question in our societies. Although the issue is examined in sociolinguistic, educational and political arenas, surprisingly few connections are made between these different domains. For instance, it has been suggested that "contacts between researchers and policy makers working with different types of minority groups are still scarce." (Extra & Gorter, 2001: 3-4, Extra, 2013). In an effort to improve this situation EDINA brings together policy makers, schools and researchers to develop an international multimodular programme for newly arrived migrant pupils. The objective is to substantially improve knowledge, skills and cooperation possibilities for municipalities, schools and teachers so that they can support NAMs to meet their full educational and social potential.

Improving the support for NAMS is essential given that the number of NAMS migrating to Europe has recently increased dramatically. These pupils face unique challenges regarding their integration related to experiences of exile, lack of knowledge of the host country's language, isolation and separation from relatives resulting in limited social networks, discontinuity of schooling and, frequently, health problems due to trauma. The high inflow of NAMS means that schools are experiencing a constant rise in the numbers of pupils who do not master the school language. This situation creates a heavy challenge for the European school system. Against this background, it is difficult to overestimate the importance of successful reception at their new schools to reach full integration.

The three Member States provide education for minors regardless of their residential status. In each country, the pupils' education begins with intensive training of the language of instruction in order for the pupils to learn the school language until they have reached a level that allows them to catch up with the curriculum. Immersion/ submersion into the school language is the rule in the three cities with very limited support of the L1s. However, criteria regarding the reception, admittance, duration of special schooling, transition to regular or to secondary school, constitution of learning environments, instructional background of teachers and didactics greatly vary between the cities.

We collected data through both national and international project meetings as well as semi-structured interviews with school staffs, school boards and members of the three city councils involved in the education of newly arrived migrant children in Helsinki, Rotterdam and Gent. Based on the three different approaches, we will show how languages in the schooling system may reflect the asymmetric power relations between NAMs and the host country and discuss the necessity and benefits, but also the limits of cooperation between policy makers, schools and academics.