

Honours Lecture

Wednesday 8 March 2017, 5.15 pm, Kannunikenzaal, Faculty club, Achter de Dom 7

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Title: New patterns of migration and society, new needs

How many pupils in Europe are schooled in classrooms where the language of instruction is one they have yet to learn? At present, the drop-out rate of newly arrived migrant children is high and, not surprisingly, the academic achievement is, on average, below their non-migrated peers.

In the Netherlands, at the primary school level, municipalities are responsible for the schooling of newly arrived migrant pupils with a certain degree of autonomy. Some choose to initiate newly arrived migrant pupils in separate classrooms within regular school settings, others organize a preparatory year in a separate building.

The latter option, described in this study, provides one year of full-time intensive language and academic support. Newly arrived migrant pupils are observed and evaluated with the goal to provide them with sufficient school experience to integrate into mainstream educational system. In principle, they will not be provided with any extra support after this year. In 2013, we were asked to evaluate one preparatory school in order to identify potential for improvement.

In this presentation, I will present the findings of this study and we will discuss the implication of these findings for education policies related to this particular group of students. What can be done for this group? How can we ensure continuity for students in situations that are highly unstable? How can we support a holistic view of literacy of migrant pupils, taking into account their often complicated history of migration?

For those who are particularly interested in this topic, I propose two short movies that provide a helpful introduction to my talk:

*At home in the world*

<https://www.idfa.nl/nl/tags/project.aspx?id=A89AA14D-6A98-4835-8A83-32C21EC74B65>

*De kinderen van juf Kiet*

<https://www.youtube.com/watch?v=DvnKHU4shiY>