

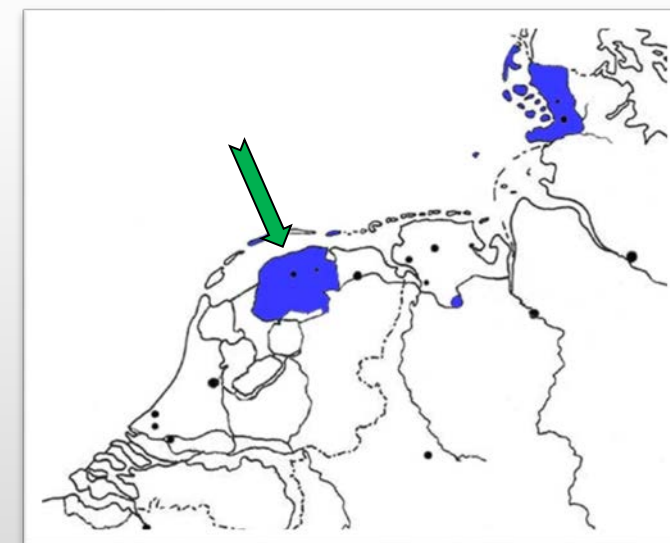
Critical Skills for Life and Work

Activities and Projects of the Mercator European Research Centre



Cor van der Meer

Mercator European Research Centre



What to expect

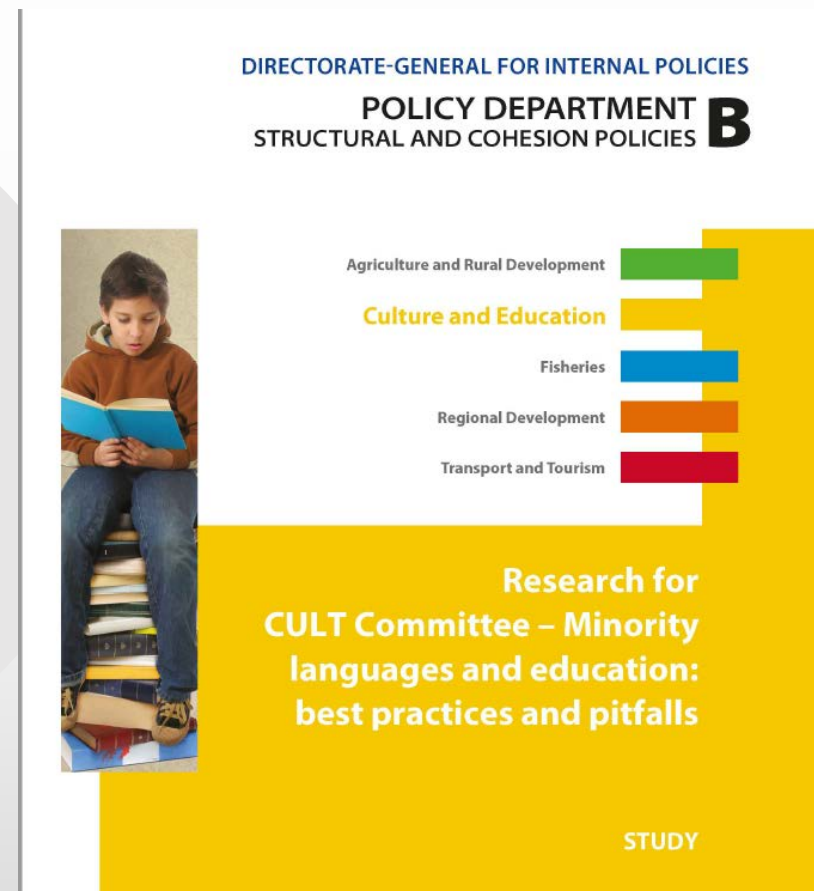
1. Activities of the Mercator Research Centre
2. Critical Skills for Life and Work project
3. Some other projects
4. Education in Friesland



- Mercator Research Centre - “lead partner”
5 Partner institutes:
- Aberystwyth – University of Wales
- Barcelona – Ciemen & University of Barcelona
- Budapest – Research Institute for Linguistics
- Stockholm – Stockholm University

Mercator's activities

- Research
- Publications & databases
- Network of Schools
- Newsletters
- Projects
- Conferences & seminars
- Advisory role



Publications

- **Articles**
- **Newsletters**
- **Regional dossiers series**
 - 50 language descriptions
 - Update every 10 years
 - Available online



FRISIAN

The Frisian language in education in the Netherlands
| 4th Edition |



"Critical skills for Life and Work"



KARL-FRANZENS-UNIVERSITÄT GRAZ
UNIVERSITY OF GRAZ





“Critical skills for Life and Work”

**‘Critical skills for Life and Work. Developing the
Professional Intercultural Communicative
Competence of highly-skilled refugees’**

Aim: to develop learning opportunities for highly skilled refugees and to improve the skills of their educators with regards to teaching PICC (*professional intercultural communicative competence*). This is the ability to understand cultures, including your own, and use this understanding to communicate with people from other cultures successfully.



“Critical skills for Life and Work”

Target audience

- Highly skilled refugees
- Teachers who work with them
- Organisations working with refugees in each partner country
- Job centres
- Educational organisations

Activities

- Needs analysis of the target groups' educational needs;
- Development and testing of training modules;
- Multiplier events to disseminate the results of the project



“Critical skills for Life and Work”

Project outcomes:

The project will develop a toolkit comprised of two training modules:

- 'Professional intercultural communicative competence for work and life', aimed at skilled refugees
- 'Teaching professional intercultural communicative competence', aimed at the teachers who work with them.

Twitter: https://twitter.com/CSLW_erasmus
Website: (soon to be published)

COMBI



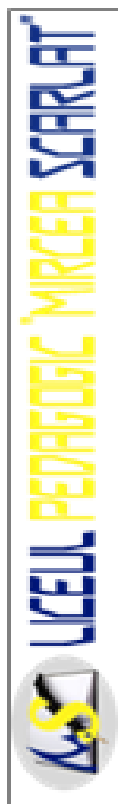
- Develop innovative practices and methods for acquiring communication competences in the languages required in the workplace.
- The case of migrants in bilingual regions.
- Take regional languages into consideration as language requirements in the workplace.
- **OUTPUTS:**
 - Teacher Training Toolkit
 - Roadmap on Best Practices in the field of multilingual workplaces
 - Multiplier events

elhuyar
Aholkularitza
banaizbagara
euskara lanean eta bizitzan
basque language for life and work CENTRO SVILUPPO
CREATIVO
DANILO DOLCI
axxell
Prifysgol Abertawe
Swansea UniversityFRYSKE  AKADEMY



Teach - D

Teaching in Diversity



- **Advantages OER for less used languages:**

Allow legal extensive use of the resources free of charge.

Enable increased and low cost access to education.

Enable increased quality assurance for the learning materials used by learners.

Enable innovation, creativity and sustainable use.

Enable the rapid development of courses and programmes.

Lower the cost of delivering online and blended learning.

Make available high quality materials at any time when delivered online

- **Challenges:**

Landscape is dominated by English OER

Most nation states have no or poorly developed OER

In the longer term this can undermine linguistic diversity and multilingualism

Education in Friesland

*Can innovative education models be the answer
to NOT seeing migrant languages
as a threat to minority languages?*



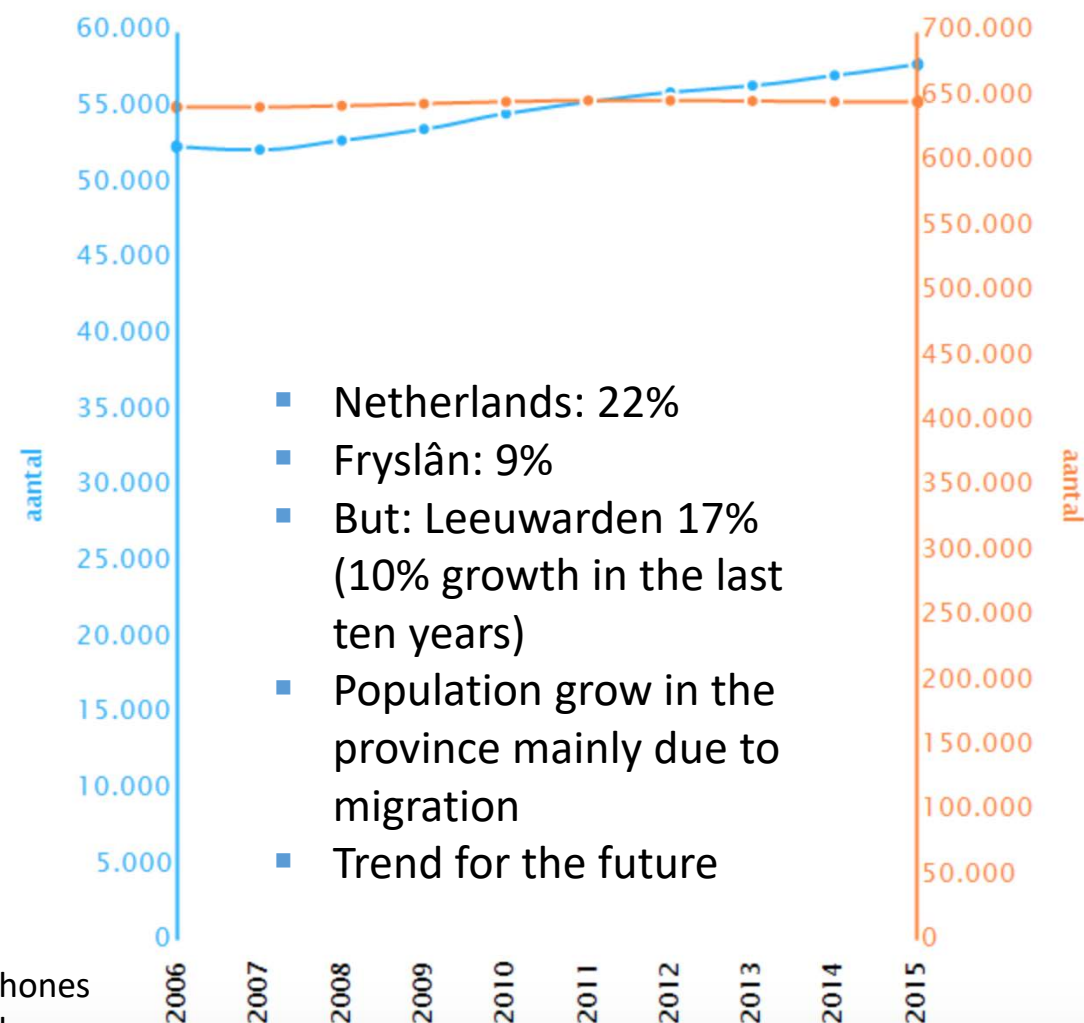
Migrant
languages



Minority
languages

Changes in regions with minority languages

- Rural areas are typically less affected by super-diversity than large urban areas.
- Regional minority languages (and to a certain extent dialects) have had less contact with migrant languages.
- But this is changing rapidly.
- The example of the province of Fryslân...



CBS 2016: allochthones
(blue) and autochthones
(orange) in Fryslân

Trilingual Primary Education



- 80 schools (out of 450; 18%):
 - Model: Frisian, Dutch and English as subject & medium of instruction
 - Models:
 - One Teacher One Language (3x immersion)
 - Split of themes and time
 - Active & integrated learning
- Longitudinal research: similar or better results in all three languages than the control groups





Current developments

1. Less language separation
2. Integration of migrant languages in the model

“How can we integrate other languages in our trilingual concept without speaking those languages (Primary school De Flambou)”

“How can we guarantee that minority and migrant languages have an equal position at our school? (Primary school De Jasker)”

Foreign languages

rant languages

National lang

Minor



General setting

Contrast between positive results of actively using multilingualism (Olmedo 2003; Moodley 2007; Peterson and Heywood 2007; Verhelst and Verheyden 2009) and pedagogical attitudes (Gogolin 2002; Tracy 2007; Richardson 2006)

Fear of language attrition in the context of minority languages (Riemersma & De Vries 2011)

Translanguaging perceived as “illegitimate practice” in the mainstream classroom (Kamwangamalu 2010)



Pilot-project with 5 trilingual schools

- Development of teaching activities for primary school:
 - Less separation between the three languages
 - Integration of other languages in the model
- How: **inclusive education**
 - Translanguaging (García 2009; Duarte 2016) activities for the three instruction languages
 - Explicit language comparison (Ellis 2004)
 - Language awareness (Candelier 2004; Hèlot 2012) approach towards migrant languages



Answer to the initial question

- *Can innovative education models be the answer to NOT seeing migrant languages as a threat?*
 - YES!
 - Potentially schools can support minority languages (not just migrant languages)
 - Translanguaging-based approaches (not language separation)
 - Tailored development of language education
 - Combination with other measures
 - More research is needed (funding has just been awarded for 4 years!).
- Both migrant and non-migrant languages should be seen as a resource for language education. Change towards less language separation in education.





Conference on **Frisian Humanities** 2018

Save the Date!

Multilingualism on 25 & 26 April 2018

Invited speakers:

Jim Cummins University of Toronto

John Edwards St Francis Xavier University

Jasone Cenoz University of the Basque Country

Yaron Matras University of Manchester

Durk Gorter University of the Basque Country

Itesh Sachdev SOAS University of London

Daniel Cunliffe University of South Wales

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Thank you

Tak

Haristo

Köszönöm

Hvala



Tige tank

Ful toank

Muito obrigado

Mersi dit

Danke

Tack

Teşekkür ederim