



Co-funded by the
Erasmus+ Programme
of the European Union

EDINA Newsletter #4, 2018
Edited by Sarah De Wilde & Jolise Volp
contact us at: edinaproject@uu.nl



EDINA

*Education of International
Newly Arrived Migrants*

Dear reader,

We are happy to present to you the fourth, updated official EDINA newsletter! In this newsletter you will find reports on the Dutch, Belgian and Finnish Multiplier Events, a summary of the big EDINA Final Conference in June 2017, as well as summaries of events at which our project partners represented EDINA. You will also find an example of innovative practices and news items gathered from our partners.

We would like to place special emphasis on the launch of the renewed **EDINA website (for now available in English and Dutch)**, where you can now find digital versions of the tools that were developed during this project and much, much more:

edinaplatform.eu

We hope you enjoy the items we have selected for this fourth newsletter edition. For regular updates on the project and events, please have a look at our renewed website edinaplatform.eu and Twitter page [@EDINaproject](https://twitter.com/EDINaproject).

Kind regards,
The EDINA team

INDEX

1. Thank you to all project partners
2. Multiplier Events
3. EDINA Final Conference
4. Dissemination
5. Good practices
6. Extra news
EDINA's interns and
student assistant

1. Thank You

Dear EDINA partners, and everyone else who is reading this newsletter, I hereby want to express enormous gratitude on behalf of myself and the whole team at Utrecht University to everybody who contributed to this international project and helped make it such a big success.

To all of our partners in Belgium, Finland and the Netherlands, to those who have been involved in EDINA from the start, to those who joined the project later on, to those who contributed greatly but aren't actively involved anymore, I would like to say: without your input during the past few years, the brainstorming sessions at the international Steering Group Meetings, Skype discussions and the seemingly infinite stream of e-mails, the scope of the EDINA project would not have been as wide, and the results would not have been this impressive. This deserves a massive thank you.

Now that this project is almost drawing to a close, with the Final Conference and last SGM at hand, EDINA's impact is more visible than ever and this would not have been possible without all of your hard work. I don't know what the future holds, but based on the efforts of the past two and a half years, I believe each of us deserves a big applause and should feel very proud of all the EDINA project has accomplished. Thank you.



Jolise Volp, Project Secretary

2. Multiplier Events

Multiplier Event by EDINA in Rotterdam on the 21st of March

On the 21st of March the Dutch Multiplier Event took place in Rotterdam. The event took place in the beautiful steamship SS Rotterdam. During this event, we presented the EDINA tools in their digitalized form: edinaplatform.eu. The website focusses on the intercultural competence of teachers, transition, reception and observation, and differentiation. During the event, the EDINA partners from the Netherlands (Utrecht University and the schools) organized presentations and workshops that show how teachers and partners of the project have been using the tools and how they experienced working with them. Also, this event has been a great opportunity for teachers, stakeholders and organizations to share their experiences with the education of migrant pupils with colleagues.



The four workshops that were given during this Multiplier Event were: *Mother languages in education*, *'Tailor-made education'*, *Talk*, and *Home languages and speaking times of students*. During the workshops the main goal was to share experiences and knowledge.

As EDINA tries to narrow the gap between theory and practice, this event was very useful for the teachers and the partners of the project. Especially, the innovative methods and examples were enthusiastically received. During the day, many positive reactions were noticeable and people were very optimistic about the tools and the way they improve education for migrant pupils. With this event EDINA hopes to be another step closer to improving the prospects of migrant students!

Multiplier Event by EDINA in Helsinki, Finland on the 13th of March

On 13.3.2018 the Helsinki team, under the leadership of Fred Dervin, organised a free Professional Development session for teachers (Primary and secondary) at the Department of Teacher Education of the University of Helsinki. During the two-hour session, scholars, teacher educators and student teachers discussed the results of the project. The modules prepared by the project were presented and comments and suggestions by the audience were noted. Teacher educators from the University of Turku were impressed by the work and agreed with the ideology of the modules. Cooperation within Finland amongst people working with newcomers was wished for at the end of the session.

Fred Dervin

Multiplier Event by EDINA in Ghent on the 26th of April 2018

Full house for the EDINA multiplier event in Ghent! 60 participants from primary and secondary education, from the Flemish Dept. of Education, from local integration organisations to educational partners in Ghent, a quite diverse public! The Flemish team organised a programme full of variation.

First, professor Piet Van Avermaet (Ghent University) presented the key concepts of the EDINA tool. Then, Jan De Mets, Local EDINA Project Team, presented the EDINA website and all its possibilities to work with. His colleague Jan Royackers presented the Flemish part of the tool ('differentiation') in detail. After this, the public saw a moving interview with a girl that arrived 6 years ago in Belgium and who will be finishing her school career within some months. Steven Delarue, Education Center of the City of Ghent, Ghent presented how the Center supports schools and how it will continue the work EDINA has started in Ghent.



Jan de Mets

3. EDINA Final Conference

7 June 2018

by René Keijzer

PROGRAMME

08.30 – 09:30

Registration of the participants

09.30 – 12.30

Opening – Plenary session I

12.30 – 13.30

Buffet lunch and networking

13.30 – 14.30

EDINA results session–Plenary session II

14.30 – 15.45

Parallel Session I

15.45 – 16.00

Coffee Break

16.00 – 17.30

Closing – Plenary session III

Judging from the discussions at the conference in Rotterdam which took place on 7th of June, multilingualism, language distance and transparency, differentiation and communication with stakeholders are key issues in the education of newly arrived students. EDINA's Final Conference was attended by around 85 participants and highlighted differences amongst schools showed that the policy is changing to multilingualism. With EDINA we wanted to ensure that the newly arrived migrant pupils can have access to the same quality of education as the rest of the students, matching their interests and talents.

After the words of welcome by Josine Meurs, head of Education of the city of Rotterdam, Zuzanna and Ana Maria, NAMS from the Emmaus school shared their experiences. Everyone was touched by the stories of hardship as well as hope by the two strong girls. Folkert Kuiken, from the Research institute Amsterdam Center

for Language and Communication, gave his keynote on Language distance and transparency. The importance of involving the mother tongue in learning a second language cannot be stressed enough. He ended his keynote with food for thought for European policy makers on whether the same amount of time for learning a second language should be allotted to all second language-learners or if this should depend on their mother tongue. Emmanuelle Le Pichon-Vorstman, from the University of Toronto, looked back on how the EDINA project started and also offered us a roadmap for the future. Our ambition has always been to proactively embrace the diversity of the various linguistic and cultural assets students bring to school and country. Piet van Avermaet, Xiaoxu Liu and Sergio Baauw shared the result of the outputs of the EDINA project which can be found on our website www.edinaplatform.eu.

After fruitful parallel sessions on the topics of "using a pupil's background", "communication with stakeholders" and differentiation, the European inclusive language strategy was given by Kristina Cunningham. In December 2017 the EU Heads of State and Government called for the member states to enhance and support the learning of languages, so that more young people in the European Union will speak at least two languages in addition to their mother tongue. This is a huge leap forward. We need to explore ways to help all young people to acquire – in addition to the language of schooling – proficient user level in at least one other language before they finish upper secondary education and training.

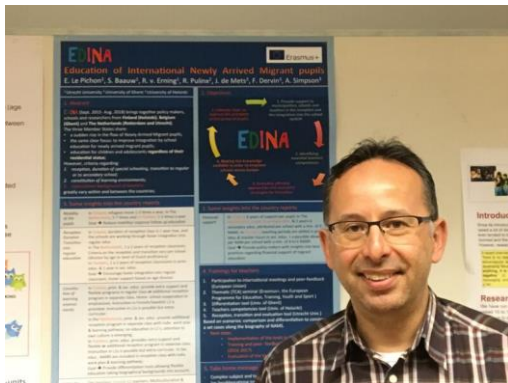
*From left to right:
Josine Meurs, students
Ana Maria and Zuzanna.*



4. Dissemination

Language Science Day (Utrecht University, 1 February 2018)

Language diversity was central to this UiL OTS meeting. The meeting started with three presentations on the topic, followed by a panel discussion with the audience. After this, clinics were given and there was a poster presentation session. During that session, we presented a poster about the EDINA project, discussing its goals and achievements. The day was well attended, and was a good opportunity to disseminate our project among the linguistic community of Utrecht University.



Sergio Baauw

Grote Taal dag (AVT/ANELA, Utrecht, 3 February 2018)

This annual event is organized by AVT and Anéla, the two major linguistic professional associations in the Netherlands. AVT (Algemene Vereniging Taalwetenschap) is an association for all linguists in the Netherlands. Anéla is an association for applied linguistics in the Netherlands and Belgium. During this

day, researchers of both association present their work (in progress). The lectures were very diverse, from formal syntax and semantics to language acquisition, and of course several talks about various aspects of applied linguistics, including foreign and second language acquisition. Our talk (given by Marie and me) focused on translanguaging as a way to enhance the acquisition of an L2. We mainly focused on the use of the L1 to create a larger metalinguistic awareness, which can be used in learning the school language by non-Dutch speaking newcomers.

Sergio Baauw & Marie Steffens



Book presentation RUTU foundation (Academisch- cultureel centrum SPUI25, Amsterdam, 20 February 2018)

On 20 February the Rutu foundation organised the official presentation of the book *Meertaligheid en Onderwijs. Nederlands plus (Multilingualism and Education. Dutch plus)*, edited by Orhan Agirdag and Ellen-Rose Kambel (director of the Rutu foundation), and published by Uitgeverij Boom. This book is a collection of articles on visions, experiences, problems and best practices in the field of multilingualism in education, and is

directed to educational professionals, policy makers, but also parents of multilingual children. One of the articles was written by Emmanuelle le Pichon (former Principal Investigator of EDINA) and Sergio Baauw, and was about multilingualism as a key to inclusive education for newcomers. An interesting aspect of the book is that it does not only contain articles by experts on multilingualism, but also experiences told by multilingual people, on the challenges of being multilingual in a officially monolingual society, but also the advantages that they experienced. During the book presentation three talks were given on topics related to the book, by Joana Duarte and Mirjam Günther-van der Meij (on trilingual schools in Frisia), by Jahkini Bisselink, Youth Representative of the Netherlands to the United Nations (on the influence of multilingualism on her school career), and by Sergio Baauw (on multilingualism as a key to inclusive education), followed by a panel discussion and questions from the audience.



Sergio Baauw

**Language and borders:
Rethinking mobility, migration
and space
(University of Bristol, 26-27
March 2018)**

At this international conference we presented the talk "Transcultural itineraries and new literacies: how migration memories could reshape school systems". In the talk we tried to show how the increased mobility of recently arrived migrant pupils raises questions with respect to their schooling, in particular with respect to the continuity of their schooling and the language in which this schooling takes place. We showed how the EDINA project has helped students and teachers to address these questions, among others, by challenging and changing attitudes and ideologies with respect to the often strictly monolingual approach of mainstream education in Europe, including the Netherlands, and by advocating multilingual practices such as translanguaging.

The conference focussed on the notion of borders, both physical, legal or of other kinds and on their role in the formation and perpetuation of language ideologies. The conference aims to bringing together language researchers from different backgrounds, sociolinguists but also researchers from other related fields, such as geography, sociology, history, anthropology, politics and cultural studies. As a result of this, the presenters and attendees of the conference were quite diverse, and so were the talks, which ranged from dialect studies on dialect change at the English-Scottish border to language contact at the Mexican-USA border, and from an ethnographic study of the role of Welsh-medium education in future mobility, to

language-integration courses in Germany.



Our talk was very well received, and I was able to further discuss its content with several attendants during the conference. It was also a great opportunity to present our recently finished website (edinaplatform.eu) to an international public.

Sergio Baauw

Event: LOWAN studiedag (Amersfoort, 10 april 2018)

LOWAN is a Dutch organisation that supports and advises schools that provide education to newcomer students. LOWAN regularly organises study days for teachers, which allows them to continue their professionalisation. On Tuesday 10 and Wednesday 11 April 2018, LOWAN-organized two study days for all those involved in primary education for newcomer children. In order to offer everyone a good program it was decided to organise two different study days: 10 April was for the more experienced teachers and 11 April for the relatively new teachers. EDINA was invited to give a workshop on 10 April. In our workshop we made use of the EDINA tool (edinaplatform.eu), and focussed on the way the home languages of newcomer pupils can be used in order

to learn the school language. We discussed ways in which knowledge of other languages than Dutch can be exploited to enhance *metalinguistic awareness*. Before starting our workshop, we noticed that the teachers were very much in need of practical, hands-on, advice on how to apply home language knowledge in the classroom, and that they were not very interested in hearing theoretical lectures about the benefits of multilingualism.

Interestingly, during our workshop we asked teachers about their use of the home languages in their teaching. It turned out that many of them were already applying some form or forms of translanguaging in their teaching. This led to a fruitful exchange of good *translanguaging* practices among teachers. It was also a good opportunity to disseminate our web based tool among the Dutch teacher community.

Sergio Baauw

Account of Reception and transition of newly arrived migrant children in Europe. Theory and Practice, 24th April 2018 (China)

Fred Dervin gave a talk related directly to the project at Minzu University of China (Chinese: 中央民族大学) in Haidian District, Beijing, China on 24th April 2018. Minzu University concentrates on ethnic minorities in China and is one of the top universities in anthropology, religion studies and fine arts.

The department of education of Minzu works on minority and migrant education in China, trains student teachers and does research on minority and migrant communities around China.



Frisian Humanities Multilingualism Conference (Leeuwarden/Ljouwert, 25-26 April 2018)

With butterflies in the stomach and a lot of enthusiasm EDINA presented its tools at the multilingual conference by means of a poster presentation. EDINA enjoyed the conference together with many other researchers who share the same passion for multilingualism and education. During the presentation, we had the opportunity to explain our goals, ideas and tools to the audience. The main goal of EDINA is to improve the prospects of immigrant students. First things first, without the right knowledge, it will be impossible to motivate the target groups, namely educators, policy-making staff, school principals and the general public. The aim is to raise awareness of the positive effects of translanguaging. Moreover, EDINA tries to contribute to the public debate on immigration and education by focussing on the multilingualism of pupils. It tries to narrow the gap between theory and practice and developed practical tools that can be implemented directly in the classrooms in the hope that the learning process of multilingual pupils runs smoothly, and to prevent school dropouts or educational underachievement. The presentation was enthusiastically received since the tools offer solutions to many practical problems and questions of people working in the fields of education, integration and immigration. By focussing on the poster, website and tools we hope to be another step closer to our goal, namely improving the prospects of immigrant students.

At this event, Derwin presented the documents created by the three EDINA teams and discussed them with the audience. Researchers and some teachers were very interested in the work of EDINA. Interestingly, they found many of the problems that were noted by the EDINA team and the solutions proposed to be relevant and somewhat similar to minority and migrant education in China. Some of the scholars present showed a strong interest in adapting and translating parts of the EDINA documents. As a consequence of the presentation, the university team that invited Derwin to talk has proposed doing joint research especially on translanguaging and intercultural competence.



Arzo Qaume & Renée Buijer
 (interns EDINA project)

Public Lecture Antonella Sorace (Utrecht University, 25 April 2018)

On 25 April the Utrecht institute of Linguistics OTS and the Centre for the Humanities organized a public lecture by Antonella Sorace, professor in Developmental Linguistics at the University of Edinburgh. The title of the talk was: 'Bridging the divide: science and public understanding of bilingualism'. Professor Sorace is a well-known linguist specialised in bilingualism, and with a talent for explaining complex linguistic issues about multilingualism and multilingual development in an accessible way. The talk was followed by responses from four "referents", specialists in multilingualism: Paul Leseman, Ellen Gerrits and, as representatives of EDINA, Sergio Baauw and Marie Steffens. In our response we focussed on the need to use the home languages of the students in the schools, not only to support the learning of the school language, but also to allow them to continue developing other skills and to avoid delays in other school subjects. These delays often result in that they are sent to lower levels of secondary education, which often prepare for jobs for which high proficiency in the school language is irrelevant.

Sergio Baauw & Marie Steffens

Congress in Brussels - 25 May 2018

Nearly 300 teachers and school leaders came together in Brussels on Friday 25 May 2018. The Flemish Department of Education organised the "OKAN Terugkomdag", the second congress this school year about

newcomers education. They participated in lectures and workshops. One of these workshops was an EDINA-workshop, given by the Flemish EDINA-team. The participants got to know the EDINA tool and discovered ways to use the online tool with colleagues and new teachers at school.

It was very clear that the online tool can be made "alive" when teachers see how you can use the content of the online tool to start a debate, to stimulate self reflection with teachers, to discover new didactic methods and to have a critical look at the way the school organises newcomers education.



Participants told us afterwards that they were very pleased to see that the website really became something concrete, and that theoretical background comes hand in hand with detailed tips and tricks for daily classroom practise.

Jan de Mets

Training for Newcomer Teachers in Ghent - Spring-Autumn 2018

18 schools (primary, secondary and specialised education) participated in a special training organised by the Education Center of Ghent and given by the Flemish EDINA-team (Ghent University) and colleagues of the Catholic University Leuven. Every school sent at least a team of 3 participants. In a first module (2 sessions), we focused on the necessary intercultural and linguistic competences a newcomer teacher needs. After that, the participants chose a track in which we entered more in detail. Every track consisted of 4 sessions. A session lasted for half a day.

First track : focus on reception and assessment,
 Second track : focus on didactic methods and differentiation,
 Third track: focus on "the next step", reorganisation of the school in function of the presence of a growing number of newcomers.
 In September 2018, we organise a 'comeback day'. All the participants will present how they implemented the content of this training in their school. We will launch the new school year together with the 65 participants.

Jan de Mets

9th Anéla Conférence (Egmond aan Zee, 1-2 June 2018)

This conference, organized every three years, is the great meeting of all the members of Anéla, the Dutch Society for Applied Linguistics, grouping linguists and teachers from the Netherlands and from Belgium. A whole session was dedicated to migration and language. During this session, Suzanne Dekker, with the support of Emmanuelle Le Pichon-Vorstman, Sergio Baauw and Marie Steffens, presented a communication about "Applying knowledge of multilingualism to classroom strategies". In front of twenty researchers specialized in education, this talk drew the conclusions of the Edina workshops and of the translanguaging methods implemented by partner schools. It was also the occasion to disseminate the Edina online tools.



Suzanne Dekker presenting at Anéla

Marie Steffens

5. Good practices

Valentine's day at the Kameleon

Valentine's day 2018 at the Kameleon was celebrated by creating giant hearts with words in everyone's own languages about love and friendship.



osbs De Kameleon
13 februari · Rotterdam

Het Valentijnshart van ouders en leerlingen van SK2 met woorden in eigen taal over liefde en vriendschap.



We are grateful to our partner schools for sending us examples of innovative practices. We happily share these to support the exchange of knowledge and peer-learning activities!

Do you have a great initiative to share, or are you interested in implementing one of these initiatives in your school?

*Please send an email to:
edinaproject@uu.nl*

*For regular updates on the EDINA project, please visit our website:
www.edinaplatform.eu or follow us on twitter: [@EDINAproject](https://twitter.com/EDINAproject)*

6. Extra news: EDINA's interns and student assistant

Renée Buiter

Hello! I am Renée and I am an intern at the EDINA project. This is a hello, but at the same time a goodbye. At the beginning of 2018, I started this internship for my master Multilingualism and Language Acquisition at Utrecht University and now I am finishing the internship.

EDINA was already at its end when I started, but it was a great experience to see what had been done and to help with some ending activities. There were some meetings I went to, together with my study colleague Arzo, like the Multiplier Event in Rotterdam, the LOWAN-day

in Amersfoort, the Multilingualism Congress in Leeuwarden and the Final Conference in Rotterdam. These days have been very inspiring for me and they have shown me how a project like EDINA develops. Having almost no experience as an intern, this internship has been very useful for me and hopefully there will be more projects like EDINA. For my master thesis I will try to make a big evaluation for EDINA and we should all try to keep developing project like this! It was great working with the researchers and other partners and hopefully EDINA will keep developing.

Arzo Qaume

I don't know if I should start with my name or with the story behind it. Growing up in the Netherlands, it has put me in a lot of interesting situations. I still blame my sister with my 'name-issue'. She had a best friend called Arzo, back in Afghanistan, and insisted that my mothers' fifth and last child was named after her best friend. I have to admit, in Dari it sounds more elegant and more pleasant –Aorezo—than it does in Dutch which was sometimes deliberately pronounced as –Aso—by naughty Dutch kids in my classroom.

Well, with that being said: Hey everyone! I'm Arzo and I'm an intern and try to make a contribution to this beautiful project.

I'm amazed at how far scientific literature has come concerning minority language speakers, the use of the mother tongue in education and even providing practical solutions for educators. For years this has been discussed. For this reason, I'm even more amazed at the amount of ignorance of the general public and educators about

those subjects. There is, therefore, all the more reason for us to keep the discussion alive and keep building bridges between scientists and laymen, between science and the general public and media.

Growing up in the Netherlands as a multilingual minority language child, I recognise and experienced almost every problem that EDINA tries to solve. I could only dream of projects, such as the 'language buddy project' or my mother being involved in language practices in the classroom. Although I studied quiet a lot about multilingualism, language acquisition etc etc., EDINA was an eye-opener for me. It fills the gap between theory and practice which is the ultimate goal. My training period at EDINA was very short, but oh so powerful.

This project convinced me that I'm on the right track. I will continue and find ways in which I can contribute to this discussion and most importantly, find ways in which this discussion can reach the world.

Sarah de Wilde

Hi! My name is Sarah. I am a master student in Linguistics at Utrecht University.

A few months ago I saw an announcement for a student assistant position within the EDINA project. The position seemed very interesting to me, so I responded to the email. I have been working as a student assistant from May 2018.

I went to several schools in Rotterdam to test children with an immigrant background on their Dutch proficiency.

During my bachelor and master I have learned about different methods to test children and second language learners. However, I never conducted such an experiment myself. It was a nice experience to work with different testing tools. Furthermore, I was surprised how well most of the children could speak in Dutch after being in the Netherlands for just a few years.