



Móðurmál.

Móðurmál – the Association on Bilingualism

22.6.2022

Dr. Renata Emilsson Peskova
modurmál@modurmál.com

REP_Móðurmál for STORM_22 June 2022

°STORM°
**"Smart Teens,
One Ready Mission!"**

*"When People Who Don't Adopt
Nature's Tempo Speak,
Nature Is Silent!"*

Joint Staff Training
21th-24th June 2022
Reykjavik/ICELAND
2020-TR01-KA201-093199



From Guidelines for the support of mother tongues...

Knowledge of more than one language is a treasure that must be nurtured and developed, as all languages open up the doors to different cultures and make our lives richer. The diversity of the language skills of citizens means not only that they create opportunities for themselves, such as a broader range of educational options and more diverse job opportunities, but it can also facilitate Iceland's international collaboration.

It is our shared responsibility to create an environment that appreciates language knowledge, as it should be. Belonging to a community and being proud of one's origin and mother tongue is a source of strength for all children. Plurilingual children play an important role in Icelandic society because they build bridges and connect countries and communities in various ways. At the same time, Icelandic society's opportunity to find its place in the ever-changing and globalized international world increases.

Móðurmál
website

Móðurmál.

the Association on Bilingualism

NEWS UM | ABOUT HÓPAR | GROUPS LEIÐARVÍSIR | GUIDELINES TUNGUMÁLAKORTID | THE LANGUAGE MAP BÓKASAFN | LIBRARY RESOURCES

Welcome to Móðurmál – the Association on Bilingualism. We have offered mother tongue **instruction for plurilingual children and youth** since 1994.

LEARN MORE



700+

students learning
their mother
tongues

80+

professionals
and volunteers

20+

languages
offered

Here is the list of **all our groups**

28 years of Móðurmál in Iceland

Established in 1994 by parents of bilingual children, NGO established in 2001.

Umbrella organization that has supported more than 20 different language groups.

Running on volunteer basis but seeking governmental support.

Ethical code for Móðurmál since 2017.

Support from the City of Reykjavík: 2 schools open for us on Saturdays, economical support for material.

Presence at the primary schools and kindergartens. Participation on regular events of the city of Reykjavík (The Children Festival, International day of Mother Tongue, International day of languages, etc.)

Annual conference since 2013, with international participation, for our teachers and open to others.



Móðurmál.

What we do?

- **School year 2022:** Arabic, Bisaya, Bulgarian, Czech, Filipino, Hungarian, Japanese, Korean, Latvian, Lithuanian, Polish, Russian, Slovak, Spanish, Ukrainian
- Most teachers are licenced teachers in Iceland or with teacher education from their country
- Teaching materials are sometimes created in the home country and designed for the diaspora
- Teaching is individualized, children of different ages, competencies vary

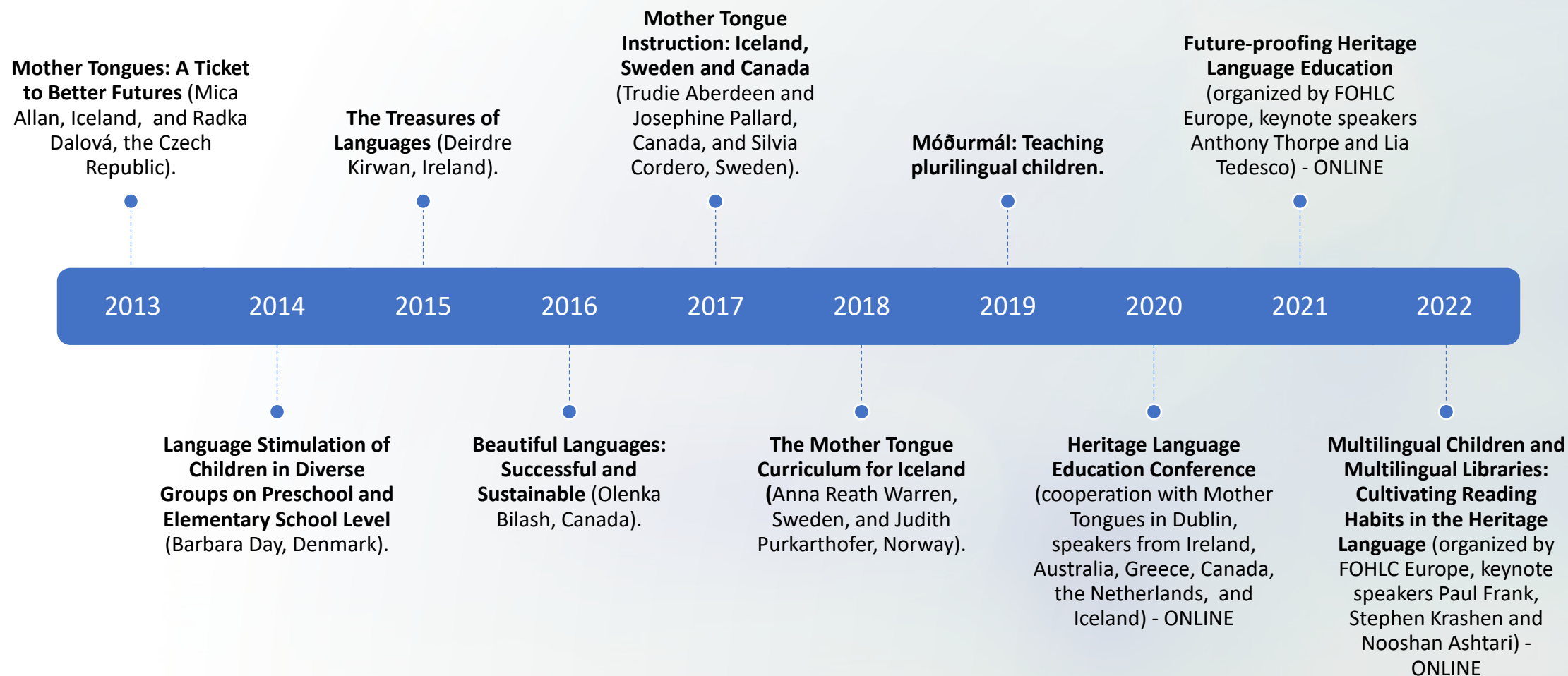
Regular work



- Monthly board meetings with the groups, extra meetings of the board
- Annual conference: Professional development of teachers, new research on bilingualism and plurilingualism presented, new teaching methods etc.
- Assist and support mother tongue groups

Mother tongue lessons usually take place on Saturdays and Sundays in schools, preschools, cultural and religious institutions, NGO's etc.

Móðurmál conferences



Collaboration with institutions

Almannaheill – an umbrella NGO of
umbrella NGOs

Mother tongue instruction supports values rooted in the Convention on the Rights of the Child, the Sustainability goals of the UN, the Educational policy of the City of Reykjavík

Multicultural Council of Reykjavík



Immigration team of the City of
Reykjavík

Ministry of Education, Culture and
Science, i.e. the Draft of the policy on
education of children and youth with
diverse language and cultural
background



Máí 2020

Drög að stefnu

Menntun barna og ungmenna
með fjölbreyttan tungumála-
og menningarbakgrunn

Participation in the Icelandic society



- Library – the International Mother Language Day
- City Art Gallery “Art talks languages”
- City Museum “History talks languages”
- Multicultural projects such as Flying Carpet – Cultural encounters
- Reykjavík – Multicultural Day
- Other NGOs - SAMFOK, Home and School
- Research institute of the School of Education
- School and Leisure Department of the City of Reykjavík



Projects for our groups



- Language and environment:

Creating a dictionary about sustainability - 2016/17

- Móðurmál - Bilingual book - 2018/19



- 17 goals for sustainable development:

Video with children presenting the selected goals - 2019/20

SPÆNSKUR
MÓÐURMÁLSHÓPUR

Um skólan

Móðurmálskenndi í spænsku árið 2001 en árið 2016 var hópurinn var formlega stofnaður og hósti Móðurmál-spænskur hópur var stofnað. Tilgangur félagsins er að skipuleggja og bjóða upp á móðurmálskenndu á spænsku fyrir börn sem eiga spænsku að móðurmáli og / eða eru íslensku- og spænsku-mótandi.

Hópurinn skipulögð í fjögurra aldrishópa: smábarna (1-3 ára), leikskóla (4-5 ára), grunnskóla yngri (6-9) og grunnskóla eldri (10-12). Hóparir eru ekki aðeins aldursakrípt, heldur líka getuakrípt.



Staður: Hólabrekkuskóli
Tími: Laugarlega kl. 11:00-13:00
Umboð: María Sævar

Tölvupóstur: modurmalspanski@gmail.com
Símanúmer: <http://www.modumal.com/groups/spanski/>
Facebook: <https://www.facebook.com/groups/651102321598210>

SPÆNSKUR | MÓÐURMÁLSHÓPURINN

spænska

Éna. Éna er maður sem
mi alvaxi setti ási vindur.
setti herraður og ási
á ketta og Éna af
modurinn. Éna af
Éna að segja mér sögu
Póbel. Éna. Éna. Éna. Éna.
Éna. Éna. Éna. Éna. Éna.
Éna. Éna. Éna. Éna. Éna.
Éna. Éna. Éna. Éna. Éna.

spænska

Una vez había un hombre
que se llamaba Olavur que
era un niño y tenía dos
hijos y uno de ellos le
dijo me puede contar una
historia. Papa Si, una vez
estaba yo en la
guerra y vi un dragón que
venía fuego y le maté.
Fin.



Flyer for parents in 9 languages

How do you help your child with your language?

Always speak your own language with your child. That way it learns more. You should not shame the child for answering you in another language but repeat what it said in your language and continue the conversation.

It is best to create a variety of opportunities for the child to use the mother tongue by using and teaching complicated words and phrases that do not only include "come to eat, go to sleep, brush your teeth" and so on.



Take the child to events where their mother tongue is spoken so (s)he can see other people use to communicate.



Teach the child stories, nursery rhymes, songs, fairy tales and games that are part of your culture and language.



Use the mother tongue to talk about TV programmes and films the child likes to watch.



Ask the child what (s)he did at school. You can help him/her with homework by talking about the work and finding similar material on the internet or in books.


Do not mix languages when talking to the child.



Cook and bake together, look at cookbooks together or use the internet to find recipes in your language that are connected to your culture.

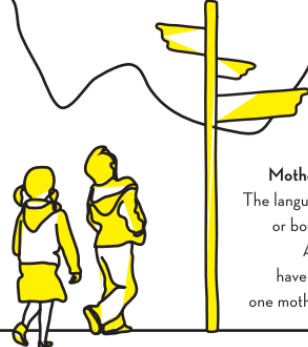


Read to the child and talk to him/her about the content.

What is bilingualism?

Help your child with your language



Mother tongue:
The language of one or both parents. A child can have more than one mother tongue.

ENSKA

Móðurmál

– Organisation on bilingualism

We advocate mother tongue teaching for bilingual children and help parents to create groups where their language is taught.

Many groups are active and new language groups are being formed all the time. We also want to increase knowledge of bilingualism by general discourse and education.

Bilingual and multilingual:
Children that speak one language at home and another outside the home are bilingual. Children that speak two or more languages at home and another outside the home are bilingual or multilingual. About 70% of the people on Earth are bilingual and use more than one language daily. Children can easily learn two languages at the same time.

All languages of the child are important.
The language is the key to communication both with the family in Iceland and with family members abroad. Good language skills contribute to a strong self-image and help the child participate both in his parents' society and in Icelandic society. Bilingual children find it easier to learn other languages in the future. They will also have more career and educational opportunities.

Do you want to know more? www.modurmal.com
Do you want to join us? modurmal@hotmail.com
Contact us! **We're also on Facebook**

Móðurmál – Organisation on bilingualism in cooperation with the City of Reykjavík with finance from The Development Fund for Immigrant Issues.

Several awards from different institutions

2021. Project Manager of [Móðurmál Library](#) received the [Order of the Falcon](#) from the President of Iceland Guðni Th. Jóhanesson for her contribution to promoting literature in other languages than Icelandic. The order is awarded annually on 17 June, the national holiday.

2021. [Hvatningarverðlaun Upplýsingar](#).

2020. Award for Móðurmál Library “í þágu barnamenningar” (for contribution to children’s culture) from Ibbý in Iceland.

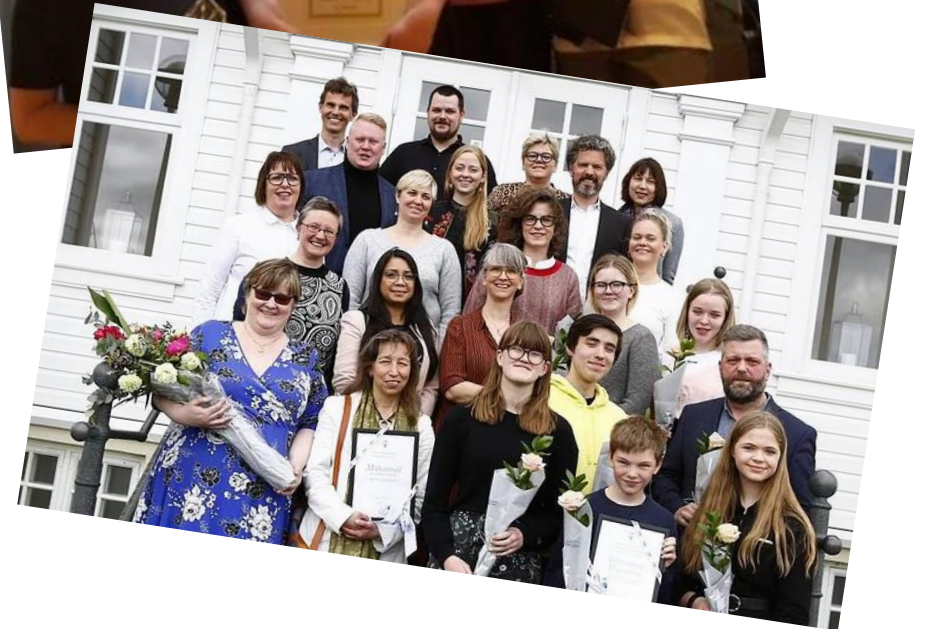
2020. Award for Móðurmál Library “Fræðslu- og vísindaviðurkenningu Siðmenntar í þágu mannréttinda og mannúðar”

2019: Human Rights Award of the City of Reykjavík

2016: Parents’ award from the National Parents’ Association

2014: The Society Award of Frettabladid (newspaper)

2008: For A Job Well Done, awarded by Alþjóðahús (International Center)



Móðurmál.

Guidelines for the support of mother tongues and active plurilingualism in schools and afterschool programs

Guidelines for the support of mother tongues and active plurilingualism in schools and afterschool programs

Download

GUIDELINES

TEAM WORK ON BEHALF OF THE MINISTRY OF EDUCATION,
SCIENCE AND CULTURE

Published in 2020, different ways to support plurilingual students and their languages In schools and leisure centers.

September 2020

Guidelines for the support of mother tongues and active plurilingualism in schools and afterschool programs

*Languages
of the heart*

Language map 2021

109 languages are spoken in Iceland by children and youth in preschools and schools.

The purpose is to create a culture of learning in which children and youth are proud of their language repertoire and their educators understand how important languages are for children's identities.

In the multicultural policy of the City of Reykjavík "The world is here", one of the goals for children and youth is active bilingualism

The Language Map 2021



The National Curriculum Guide acknowledges the importance of mother tongues, offers mother tongue teaching as a selective in schools and opens for the collaboration with other professional organizations

Our fantastic library

Books registered in the national database
Gegnir.

Schools from Iceland can access them.

8000 books, board games, audiobooks, DVDs in
86 languages.



More information on our website:
www.modurmal.com

Polish school in Reykjavík

Polish School also...

- Actively participates in the life of Icelandic society
- It takes part, cultural events, organizes meetings and trainings for parents
- It actively supports bilingualism of students and cooperates with Icelandic schools
- Multiple partner in international projects



Sustainability Development Goals and Community-Based Heritage Language Schools



Móðurmál.



June 15, 2022

**Dr. Renata Emilsson Peskova
&**

Bibiam M. González Rodríguez

Móðurmál – the Association on Bilingualism

WEBINAR

SUSTAINABLE DEVELOPMENT GOALS AND COMMUNITY-BASED HERITAGE LANGUAGE SCHOOLS

In this Webinar, for representatives of community-based heritage language schools, Dr Renata Emilsson Peskova will briefly introduce the United Nations Sustainable Development Goals and describe how Móðurmál and its heritage language schools worked on a project connected with the SDGs in 2021.

She will discuss how the SDGs connect to the work of the schools, why it is relevant and important to be aware of them, and how using the SDGs can strengthen the work of the schools.

Renata and Webinar participants will discuss concrete ideas for teachers and boards to take the first steps to work with the SDGs.

Led by
Dr Renata Emilsson Peskova
(Móðurmál, the Association on
Bilingualism).

Wednesday, June 15, 2022
4 PM Eastern Daylight Time
(EDT)



Agenda today

- ✓ Briefly introduce SDGs
- ✓ Educational activities on SDGs
- ✓ Why SDGs are relevant for CBHLS
- ✓ Four models how community-based HL schools can work with the SDGs
- ✓ Discussions in breakout-rooms – how our CBHLS can use SDGs
- ✓ Bringing ideas together

Sustainable Development Goals – Do you know them all?



SDG wedding cake



Quality Education

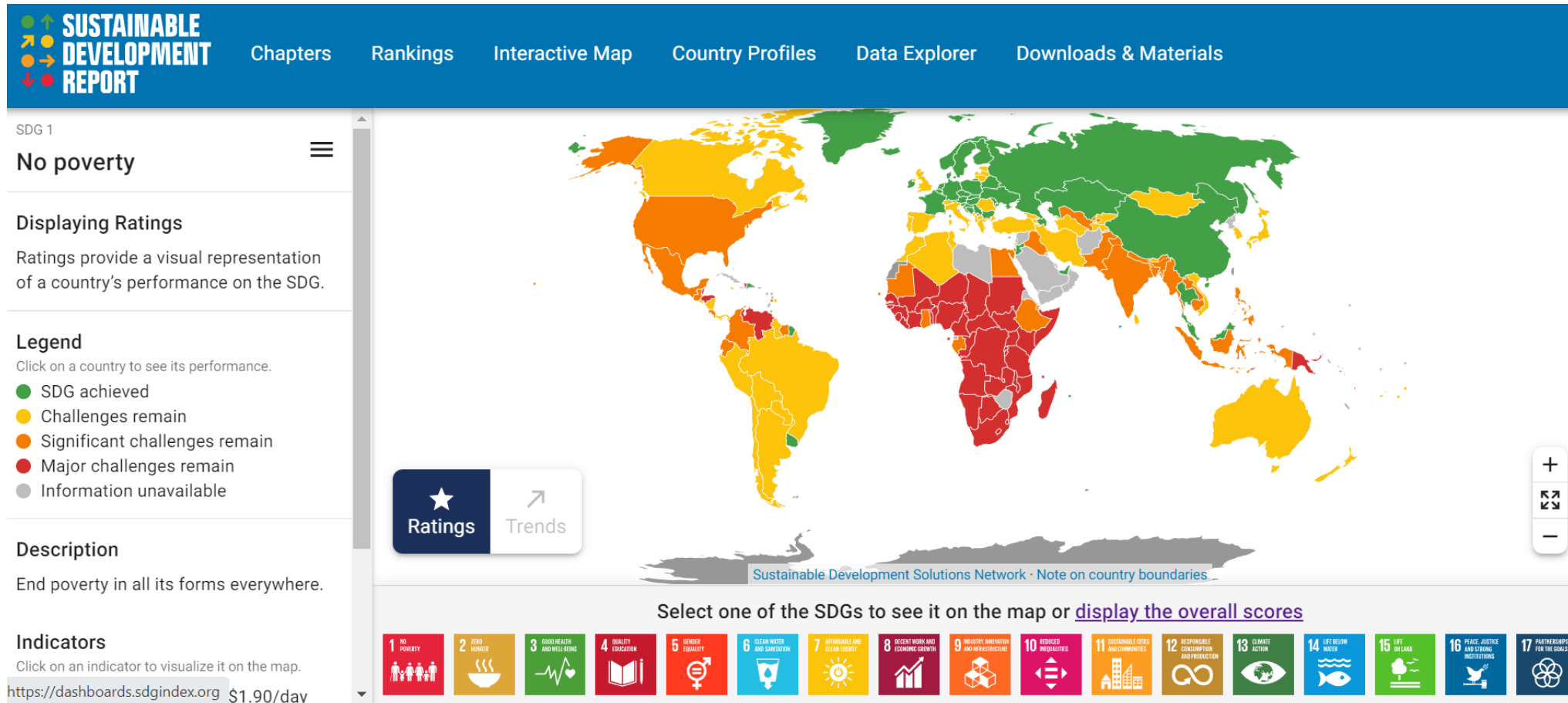


Target

4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Sustainable development report – interactive maps & country profiles



Sustainable Development Goals – Resources for Educators



Early Childhood Care and Education



Primary Education



Secondary Education

Educational activities

A Quiz

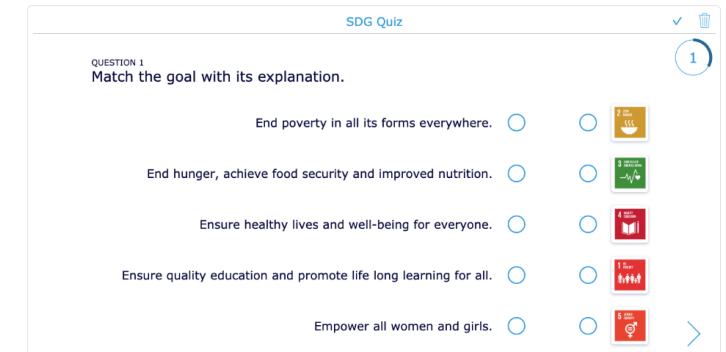
<https://www.bookwidgets.com/play/5KJEEM>

Go Goals – a digital game

<https://www.bookwidgets.com/play/QKUJZZ>

9. Quiz

Finally, use this quiz to check your students' knowledge about SDG's.



7. Go Goals - Digital game

This digital board game contains the same questions as the original paper board game. Just click on the little white circle to get the questions about a certain goal.



Why are SDGs relevant for CBHLS?

INTERNATIONAL GUIDELINES FOR PROFESSIONAL PRACTICES IN COMMUNITY-BASED HERITAGE LANGUAGE SCHOOLS



Educational Program: Teachers & Instruction

This section outlines the basic professional responsibilities of CBHL teachers and those responsible for curriculum. Following these principles helps ensure an effective educational program.

06 The teachers and educational staff offer a student-centered educational program.

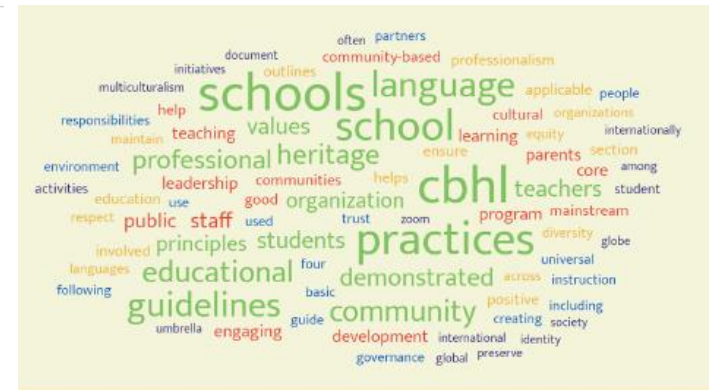
- This is demonstrated by practices such as:*
- a) creating a positive and inclusive learning environment (see Core Values above)
 - b) fostering students' abilities, interests, and identity development
 - c) responding to the emotional and mental health needs of students
 - d) embracing technologies that allow personalized and differentiated learning
 - e) shaping opportunities for student leadership
 - f) preparing students for life-long learning

07 The teachers and educational staff offer an appropriate educational program.

- This is demonstrated by practices such as:*
- a) using high-impact, evidence-based teaching practices
 - b) balancing speaking, listening, reading, and writing skills
 - c) fostering a holistic understanding of the heritage culture(s), i.e., geography, history, music, and current events
 - d) selecting, creating, and adapting engaging and relevant materials
 - e) ensuring educational accessibility so every student can be successful
 - f) assessing and improving students' language development
 - g) organizing cultural activities and celebrations in and out of class

08 The teachers and educational staff embody professional behavior.

- This is demonstrated by practices such as:*
- a) being prepared for class and for meetings
 - b) showing genuine concern about student development and well-being
 - c) partaking in teamwork among teachers, staff, and school leadership
 - d) engaging in critical self-reflection
 - e) participating in professional development opportunities
 - f) staying informed about emerging and innovative teaching practices



OUR VALUES:

Although our groups are located across the globe, we share values that we adhere to and promote among our associated heritage language schools. These values include identity, plurilingualism, multiculturalism, democracy, equity, global citizenship, and cooperation. We help to preserve heritage languages as a way of nurturing diversity, mutual respect, and inclusion.

Four models how community-based HL schools can work with the SDGs

SDG Compass

- Adjusted for CBHLS

ÖBÍ

- all work of the organization is aligned with SDGs

HLE network

- aligning mission with SDGs

Móðurmál

- project work with children





SDG Compass

The guide for business
action on the SDGs



Step 01
Understanding
the SDGs



Step 02
Defining
priorities



Step 03
Setting
goals



Step 05
Reporting &
communicating



Step 04
Integrating



Companies can use the SDGs as an overarching framework to shape, steer, communicate and report their strategies, goals and activities, allowing them to capitalize on a range of benefits such as:

- ✓ Identifying future business opportunities
- ✓ Enhancing the value of corporate sustainability
- ✓ Strengthening stakeholder relations and keeping the pace with policy developments
- ✓ Stabilizing societies and markets
- ✓ Using a common language and shared purpose

A guide for CBHLS action

– adjusted SDG Compass (the guide on business action)



Step 01 Understanding the SDGs

- Get acquainted with SDGs
- Understand the responsibility of CBHLS
- Understand the opportunities of CBHLS
- Secure support of management and teachers
- Find out about knowledge of stakeholders



Step 02 Defining priorities

- Analyze current activities
- Analyze stakeholders
- See what schools and other stakeholders do
- Make connections with schools and other stakeholders



Step 03 Setting goals

- Use SDGs for policy making
- Prioritize
- Consult
- Select measuring tools
- Create action plan with goals, milestones, and timing
- Publish your decisions
- Decide on processes



Step 05 Reporting and communicating

- Measure success and evaluate progress
- Mediate results regularly
- Create opportunities for knowledge dissemination



Step 04 Integrating

- Collaboration
- Professional development
- Regular meetings on policy
- Dialogue with stakeholders

Transforming our world: The 2030 Agenda for Sustainable Development

People

We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

Planet

We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

Prosperity

We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace

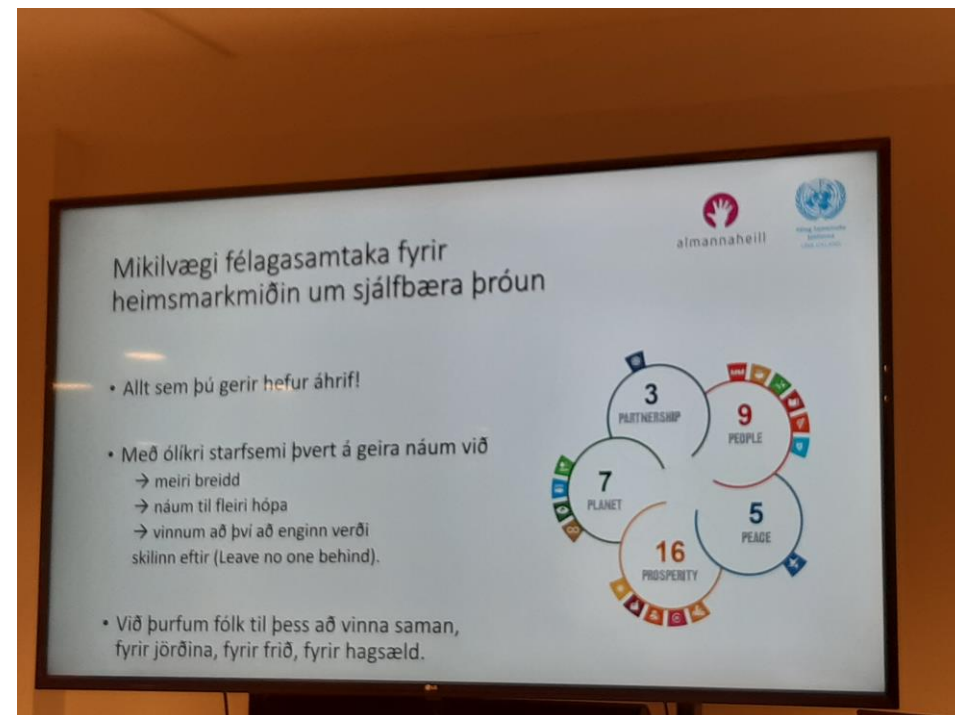
We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

Partnership

We are determined to mobilize the means required to implement this Agenda through a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.



The Icelandic Disability Alliance



Aligning mission with SDGs

Through HLE Network's various activities, we work toward achieving our mission. Our program of activities is in line with the United Nations' Sustainable Development Goals for 2030.

HLE Network works towards ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (Target 4.7). It does so by organizing activities that aim to promote and improve the quality of heritage language education. When learners have access to heritage language education, they are able to acquire knowledge and skills that sustain a culture of peace, global citizenship, and appreciation of cultural diversity.

HLE Network works toward reducing inequality within and among countries (Targets 10.2 and 10.3). It does so by informing the public about issues that are important for multilingual students, who are migrants or children of migrants. HLE Network promotes the inclusion of and fights against the discrimination of children who speak a non-majority language at home.

HLE Network works towards making cities inclusive (Target 11.4). It does so by promoting educational programs that help protect and safeguard the world's linguistic and cultural heritage.



Móðurmál – the Association on Bilingualism and the SDGs



Móðurmál.



Móðurmál –
the Association
on Bilingualism
and SDGs



Spanish group of Móðurmál: Online teaching during Covid 2020-2021. Theme: SDGs

Topics for classes: The whales – endangered species; biodiversity – extinct species & general concepts & coral reefs; children’s rights; reading; working on SDGs – ppt’s & translating parts into Icelandic;

Tools: Google Classroom, Google Hangouts, Google Docs; YouTube

Más de 32,000 especies están amenazadas de extinción
Es decir, el 27% del total de las especies evaluadas hasta hoy están amenazadas.

ANFIBIOS 41%	MAMÍFIDOS 26%	CONTRAS 34%	AVES 14%	TURBONES Y BAYAS 30%	ARRECIOS DE CORAL 33%	CRUSTÁCEOS MARINOS 28%
--------------	---------------	-------------	----------	----------------------	-----------------------	------------------------

Todas tienen su valor y no hay nada que las reviva

Daniel: Ir a ver ballenas es como ir a un zoo pero más grande. Y estoy un poco en contra de los zoolos.

Móðurmál Spænsku hópur



Los animales son más importantes que el dinero y la gente no debería matarlos ni venderlos

Yo creo que las ballenas también necesitan su tranquilidad y su vida marina. No está bien hasta que haya un número controlado no se deberían cazar.

Todas las especies son especiales a su manera y no puedes pagarle a alguien para que vuelva a especie extinguida

Cómo son las escuelas de Nicaragua?

“Do not be afraid!”
“report violence against women!”

En comparación con los niños, hay niñas que son entregadas al matrimonio por sus padres cuando en realidad tendrían que asistir a la escuela

- 1- En Nicaragua las escuelas son obligatorias
- 1- Skólar eru skylduundir í Nikaragva
- 2- En Nicaragua las escuelas no son muy buenas
- 2- Í Nikaragva eru skólarnir ekki mjög góðir
- 3- No tienen lo necesario.
- 3- Þeir hafa ekki það sem þarf.
- 4- Las escuelas no tienen lo que necesitan
- 4- skólarnir hafa ekki það sem þau þurfa
- 5- En nicaragua las escuelas son de menos calidad.
- 5- Í Nikaragva eru skólarnir ekki góðir
- 6- Las escuelas en Nicaragua son más pobres y en Islandia son más ricas
- 6- Að skólar í Nikaragva séu fátækari og á Íslandi séu þeir ríkari
- 7- No sé nada de Nicaragua no me acuerdo nada.
- 7- ég veit ekkert um nikaragva man ekkert.
- 8- Es peor la escuela a veces solo tienen 1 papel
- 8- Skólinn er verr, stundum hafa þeir aðeins 1 hlutverk.
- 9- no sé
- 9- ég veit ekki

Antón

6 EQUIDAD DE GÉNERO

16 PAZ, JUSTICIA E INSTITUCIONES SÓLIDAS

13 ACCIÓN POR EL CLIMA

15 VIDA DE CALIDAD

El arcoiris

13 ACCIÓN POR EL CLIMA

Por humanos y cambio climático por mares contaminados, por cazar accidentalmente y por demasiado calor en el polo norte.

Vocabulario

- *sequía
- *resiliencia
- *emisiones
- *mitigación
- *adaptación

REP - Móðurmál for STORM_22 Jun

13 ACCIÓN POR EL CLIMA

El video trata de unos niños en un pueblo de Nicaragua que están aprendiendo del cambio climático y esta afectando a las gente del pueblo. Los niños intentan tratar la naturaleza lo mejor que puedan que esta muy bien

el cambio climático provoca enfermedades

Los niños se enfrentan por el cambio climático. La gente viene. Que trabajar para vivir. Los niños se deshidrataron por falta de agua. La gente se preguntaba cómo salvar la naturaleza. Los niños cultivan para comer.

Covid-19 consequences for education

- Detrimental effects
- Lessons learned

Reach populations

- where they are,
- science reaches the people,
- in languages they understand
- humanity – not „minorities“ and „majorities“

Multilingualism and COVID-19

Lessons Learned and Looking Forward

3-4 May 2022

Symposium of the Study Group on Language and the United Nations

Focusing on the essential role that multilingualism must play in fostering sustainable development in the wake of COVID-19, this two-day virtual symposium brings together stakeholders including United Nations staff members, government officials, university scholars, and members of civil society to address linguistic challenges and innovative solutions with respect to Good Health and Well-Being (SDG 3) and Quality Education (SDG 4).

Sponsored by



Por lingva geneco en multkultura mondo
For linguistic genecity in multicultural world
July 2020 - 2022



Centre for Research and Documentation on World Language Problems



Consortium for Language Policy and Planning



Committee on Language and Languages



Online | Register [Here](#) by 30 April



08:15-13:00 – New York
15:15-20:00 – Nairobi

14:15-19:00 – Geneva
19:15-12:00 – Bangkok

3 GOOD HEALTH AND WELL-BEING

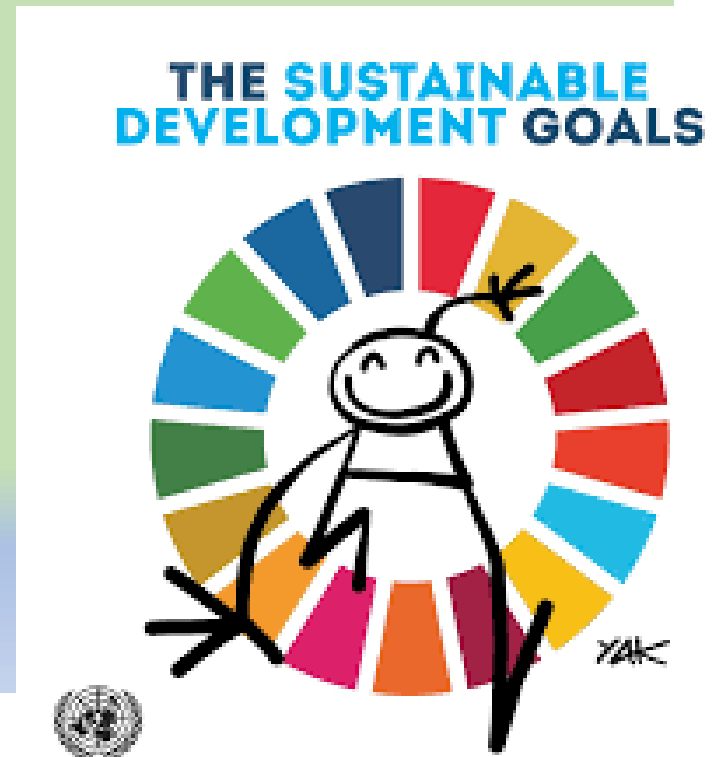


4 QUALITY EDUCATION

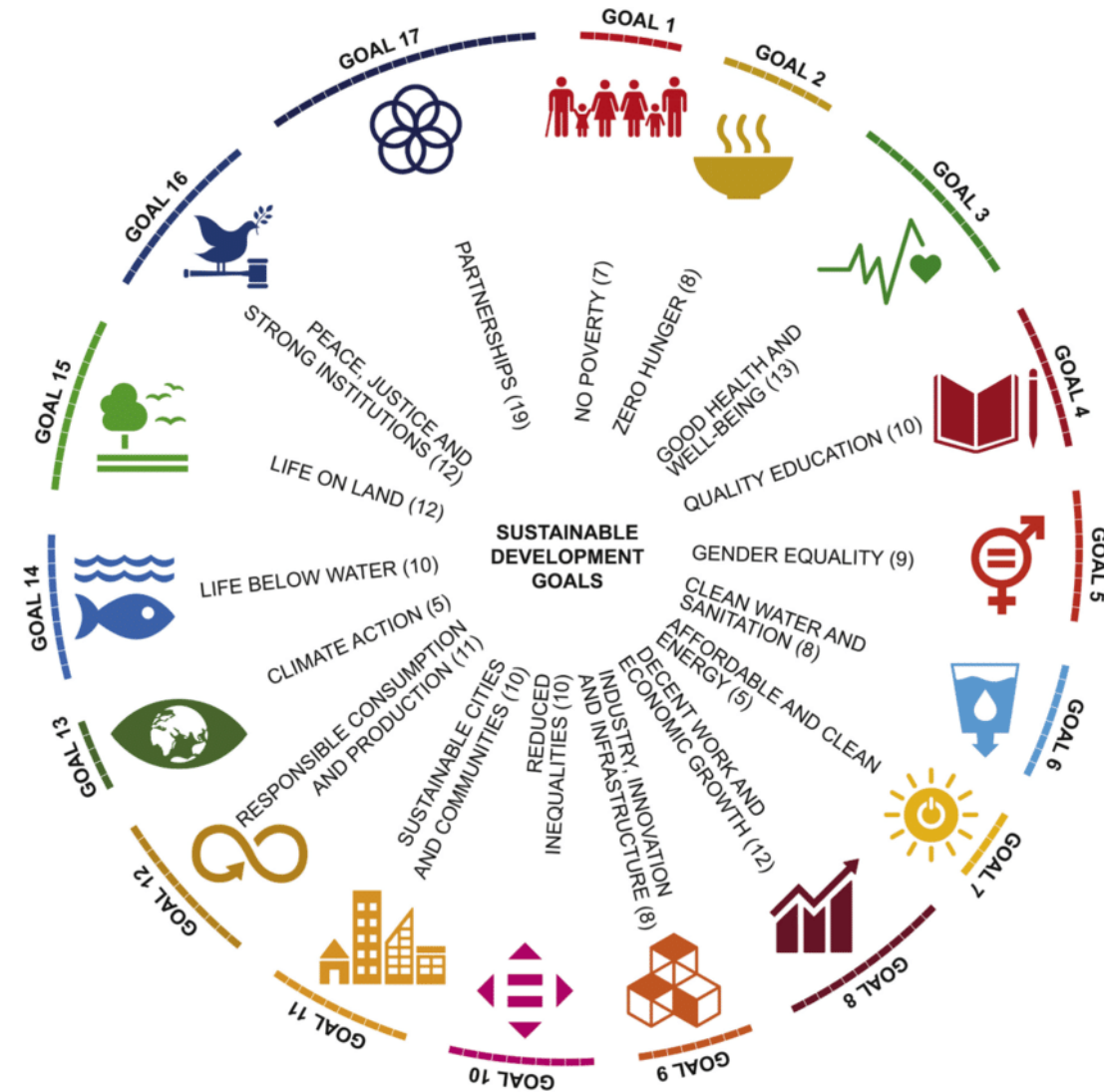


Discussion points for breakout rooms

- How can your school connect the SDGs into its work?
- What goals are relevant for your CBHLS?
- What actions would you like to take towards selected SDGs?



Wrap-up & Questions & Answers



Further resources

United Nations. Department of Economic and Social Affairs.

<https://sdgs.un.org/goals>

Quality Education explained at 7:12

<https://www.youtube.com/watch?v=1wYKvRq-iEw>

Sustainable Development Goals – Resources for Educators

<https://en.unesco.org/themes/education/sdgs/material>

Sustainable Development Report

<https://dashboards.sdgindex.org/>

