LANGUAGE RICH EUROPE

MULTILINGUALISM FOR STABLE AND PROSPEROUS SOCIETIES

Language Rich Europe

Final Report   Public Part

Project information

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Executive Summary

According to the 2012 Eurobarometer survey, the number of Europeans saying they can communicate in a foreign language has fallen slightly, from 56% to 54%, since the last survey on multilingualism in 2005. With globalisation and increasing migration, multilingualism is critical to intercultural understanding and cohesion in society, job prospects for individuals and competitiveness in Europe.

Language Rich Europe (LRE) aimed to encourage multilingualism across Europe.

Countries and regions including additional ones included in *Language Rich Europe*

By collecting and analysing new research data on language policies and practices in 20 countries and disseminating it through a network of partners, LRE has captured the attention of leaders in government, business and society across Europe and has:

- **illustrated** the current European situation, highlighting good policy and practice to enable informed policy choices in the area of multilingualism; bringing to the forefront key European Commission (EC) and Council of Europe (CoE) policy documents and papers in this area
- **inspired** new language focus among decision makers by demonstrating the importance of languages to stable and prosperous societies
- **motivated** more people to learn languages

Via the LRE research publication published in November 2012 in English and subsequently in 18 more languages, [*Trends in Policies and Practices for Multilingualism in Europe*](), was edited by Guus Extra and Kutlay Yağmur and helped the project connect with around 850+ members of the LRE online Experts Network through the organisation of national/regional launches and workshops as well as two international conferences. Millions have been reached via local media campaigns and the project interactive website: [www.language-rich.eu]() and twitter account ([@languagerich]()), which has over 1500 followers and has been informing stakeholders about the project and recounting multilingual stories from around Europe.

A book of essays published in 2011, entitled *Towards a Language Rich Europe, Multilingual Essays on Language Policies and Practices,* provided an initial overview of the language environment in a selection of European countries.

A paramount initial research phase underlined all further project activity. A detailed questionnaire rooted in EC and Council of Europe recommendations was constructed by Babylon, Centre for Studies of the Multicultural Society at the University of Tilburg in consultation with the project steering group and external advisers. Our research partners used this instrument to gather national data on language policies and practices in the domains of official documents and databases, pre-primary, primary, and secondary education. They have also conducted direct research in selected universities and VET colleges, reported on language policies in the media, researched multilingual services in cities, and investigated language strategies in a sample of businesses.

A significant database has been generated through this research, and the data has enabled country profiles to be generated in which alignment against EC and Council of Europe (CoE)

recommendations is shown via info graphics on the project website accompanied by analytical text explaining the results in context, as well as highlighting examples of good practice.

Language Rich Europe partners

The Language Rich Europe project is delivered by a consortium of over 30 partners

Sponsored by

Project publisher
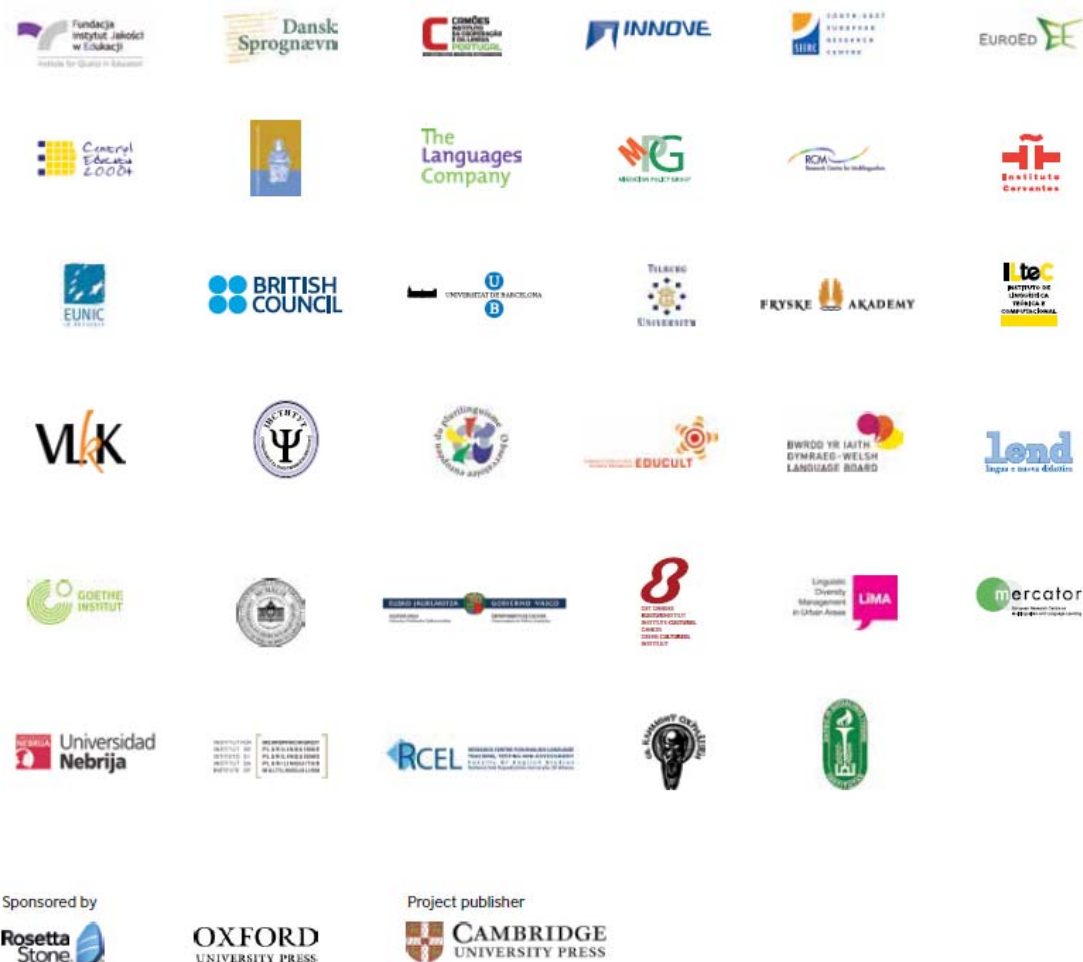
www.language-rich.eu

Target Audiences

Member States may have responded to increased mobility and migration by prioritising social inclusion and intercultural dialogue but this has not always been supported by language policies and practices which promote linguistic diversity and language learning. European multilingualism policy has provided guidance but take up has been uneven, policy co-operation has proved challenging, and knowledge sharing initiatives have remained sector-focused. *Language Rich Europe* addressed these challenges by creating a sustainable interdisciplinary network of 960 decision makers from 17 Member States and 4 regions and, in addition, Switzerland, Ukraine and Bosnia and Herzegovina. This network through workshops, conferences and online discussions, shared good practice in language teaching and learning for social inclusion and intercultural dialogue and above all co-operated on improving language policies and practices.

The results of the LRE research were finalised in the spring of 2012 and disseminated via national and regional launches that took place mainly throughout May and June 2012 presenting local results, as well as cross-national findings on multilingualism in Europe. Workshops to exploit the results followed. The LRE network of over 960 decision makers across Europe met through these workshops and included representatives from government, education, business, city administrations, the media, NGOs and immigrant associations. This sustainable and interdisciplinary network will continue to share knowledge and good practice in multilingualism through the special login experts' platform incorporated into the LRE website. The two international conferences in London at the British Academy and in Brussels at the European Economic and Social Committee (EESC) venue provided a platform for thematic panels to take place; breakout sessions generated debate and European Recommendations were presented to European institutions: the EC, CoE and European Parliament (EP). The multilingual website (available in English, French, German, Italian and Spanish) enables the research findings to reach much wider audiences of people interested in language promotion and protection and the LRE network to remain in contact beyond the lifespan of the project.

Consortium members in each country established networks of stakeholders in the relevant domains through events, publications and online engagement, and a further expectant audience was reached once research results were launched and published, recruiting more members into the network.

'The network has inspired new co-operation; how we can work together and that has been very fruitful at national and local level we have established networks and cooperation with stakeholders' (NGO representative, civil society)

'There was a cohesive, productive and enthusiastic group working on multilingualism and how all languages fit together in our city...' (Project Manager)

'Establishing strong relationship with Sofia Development agency that will help local authorities to introduce language policies in certain fields, like public services and further development and improvement of multilingualism environment' (Project Manager)

'Discussions with national stakeholders took place, also a media campaign - the project helped to involve various stakeholders to think about multilingualism and minority languages' (Ministry representative, chief expert)

Project objectives

The overall objectives of the LRE project were:

- to promote European co-operation in developing language policies and practices across several education sectors and throughout broader society

- to raise awareness of the EC and CoE recommendations for promoting language learning and linguistic diversity across Europe

- to facilitate the exchange of good practice in promoting intercultural dialogue and social inclusion through language teaching and learning

Participants involved

The consortium partners were carefully selected to fulfil the project goals, combining different approaches and complementary expertise in the relevant subject fields. They ranged from cultural institutions, higher education linguistics and multiculturalism departments, to research bodies, national centres for languages, and a Ministry of Culture and Communication.

Approaches used

The project consortium of over 30 partners was formed three years ago with the purpose of working together to exchange knowledge in language policies and practices and persuade decision makers to improve them. All partners recognised that not enough attention was being given to multilingualism across education and broader society.

We decided that the best way to raise awareness of the issues was through conducting baseline research on language policies and practices in each country using EC and CoE documents as our reference point.

We encouraged our cross-sectoral network to engage with our findings, evaluate, exchange and change/adapt policies, and make major impact in all the partner countries and beyond. The research unearthed interesting trends in all language domains and attracted the interest of the defined main target groups of decision-makers in education, business, public services, media and immigrant associations. Such a cross-sectoral network was in itself interesting, but in addition, the relevance of the subject matter ensured genuine commitment, interest and action. The national workshops were facilitated in such a way as to stimulate lively exchange (on many occasions organised to target one of the specific project areas) and to encourage stakeholders to bring their views to the conversation in an open hands-on way and to implement changes in their own environment as well as join forces to make the case for languages across society. The website engaged a wider general public beyond the consortium in the debate, and ensured extensive media interest, with further debate via the actively followed blog and twitter. European institutions were engaged especially in the final phase via European Recommendations, asking them to respond to them, and local action was encouraged via the presentation of action plans and local recommendations.

Major results/products achieved

Language Rich Europe framework for language policies and practices
The LRE framework in the form of questionnaires is intended as *a practical tool for self-evaluation*, for awareness-raising and for motivating key stakeholders to take action. It is envisaged that the results of the research will trigger follow-up case studies which will yield complementary perspectives and data. It is based primarily on EC and CoE conventions, resolutions and recommendations.

User-Friendly Country Profiles & complementary country essays
The online Country Profiles comprise of navigatable info graphics and text on the project website and give a snapshot view of how country language policies and practices across the four language types - national, regional and minority, foreign, and immigrant languages – align with EC and CoE recommendations in the language domains mentioned above.

Print publication: *Trends in Policies and Practices for Multilingualism in Europe*; editors Guus Extra and Kutlay Yağmur.

Interactive website with LRE network experts login area, play with data area and good practice case-studies: www.language-rich.eu

Key project events: 21 national/regional launches, 54 workshops and 2 international conferences

Policy document: 10 European Recommendations and 66 Local Recommendations

Project progress summaries: 3 annual reports

LRE results/benefits and plans for sustainability

The LRE database analysed provision for multilingualism in 24 different countries and regions. It enables comparisons to be made and good practice to be identified. The partner consortium will build on those outcomes by promoting further examples of best practice and encouraging further network link-ups which are currently being formalised. In so doing, it will enable stakeholders in individual

states to continually evaluate their current provision and to identify priorities for improvement in the area of multilingualism.

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1.   Project Objectives

The overall objectives of the LRE project were:

a) to facilitate the exchange of good practice in promoting intercultural dialogue and social inclusion through language teaching and learning

b) to promote European cooperation in developing language policies and practices across several education sectors and throughout broader society

c) to raise awareness of the EC and Council of Europe recommendations for promoting language learning and linguistic diversity across Europe

Impact upon and benefits to the target user groups:

Target user groups across a range of sectors benefitted by becoming more aware of good language policies and practice, by sharing good practice with their counterparts in other countries, and by developing action plans to align policies and practices with EC and CoE recommendations.

To facilitate this process *LRE* conducted a comparative analysis of how countries perform against EC and CoE resolutions, communications and recommendations. This analysis was rooted in a detailed questionnaire developed in co-operation with the project's international Steering Group and external experts.

The analysis served as a tool for monitoring and comparing national and regional policies and practices against European benchmarks, for awareness-raising at both the public and the political macro-level of European, national and regional language policy makers, and for motivating key stakeholders across a variety of sectors, languages and countries to take action. The research also triggered highly relevant follow-up case studies which yielded complementary perspectives and data. The presented outcomes went beyond the present state of our knowledge with regard to multilingual policies and practices in Europe from at least three different perspectives:

- the number of participating countries, regions and partners
- the spectrum of chosen language varieties in the constellation of languages in Europe
- the range of chosen language domains within and beyond education

The project publication, published by Cambridge University Press, has been made available in the 14 national languages of the participating countries, in 3 regional/minority languages, and in Arabic and Turkish as major languages of immigration across European nation-states – 19 languages in total.

LRE held three national workshops in each country bringing together experts to analyse results and create action plans leading to local recommendations. Two major International Conferences were held, one in London at the British Academy in December 2012 and the second, a closing conference, was held in Brussels at the EESC venue.

More specifically, each objective was achieved in the following way:

a) **to promote European co-operation in developing language policies and practices across several education sectors and throughout broader society**

This objective was reached through the formation of a network of 60 decision makers in each country to discuss language policies and practices based on the findings of the research. These decision makers were drawn from education sectors, business, city administrations, the media, NGOs and immigrant associations. In addition to examining their own results, they also compared policies and

practices in their own country with those in the other participating countries, and identified experts with whom to exchange knowledge further. A much wider range of stakeholders has been able to access the findings and compare language policies and practices as well as learn about examples of good practice through the LRE website.

b) to raise awareness of the EC and Council of Europe recommendations for promoting language learning and linguistic diversity across Europe

This objective was reached through discussion of the EC and CoE recommendations with our network at the dissemination events and the national workshops. At these events, the participants could see the extent to which their language policies and practices aligned with these recommendations.

The key EC and CoE documents used to design the research questionnaires for each domain were listed in the printed publication in 19 languages, and this has reached close to 8000 stakeholders in paper copy and many more in electronic format. Online links are available as well as excerpts from the research findings and analysis to the relevant EC and CoE documents, reaching many thousands more, from senior decision makers in our target countries through to teachers and learners.

The partner consortium themselves have become more familiar with the EC and CoE documents since the beginning of the project.

The Final Conference day on the 5 March 2013 held at the EESC building provided an opportunity for presenting the network outputs (Recommendations and the Publication in local project languages) to representatives of the European institutions – the European Parliament, the European Commission, Council of Europe and the Committee of Regions. Visibility of the network results was given to the policy makers at the highest European level by presenting of the survey results and the views concerning the priorities and the new direction for multilingual policy in the Recommendations. Among the participants of the Brussels with contribution in the plenary were: Androulla Vassiliou, European Commissioner for Education, Culture, Multilingualism and Youth; Miguel Angel Martínez, Vice-President of the European Parliament (by video); Doris Pack, Member of the European Parliament, Head of Culture Committee; Kristina Cunningham, Head of Sector, Multilingualism policy, European Commission; Sjur Bergan, Head of Education Department, Council of Europe; Ádám Kósa, Member of the European Parliament, Member of Committee on Employment and Social Affairs; and Staffan Nilsson, President of the European Economic and Social Committee.

Androulla Vassilliou in her special address at the Conference stated,

'Good progress has been made in the field of multilingualism in recent years, and there is now a new awareness of its importance. Much work remains to be done, though, and I am confident that important projects such as Language Rich Europe will give an essential contribution to this work. Let us work together to make not only Europe, but also Europeans, more multilingual, for a more inclusive, more dynamic and prosperous society.'

c) to facilitate the exchange of good practice in promoting intercultural dialogue and social inclusion through language teaching and learning

The collection of research data has identified countries, cities and institutions where there is good practice in the teaching of immigrant languages, where there are significant support for newcomers in the national language, and where teachers valorise the plurilingual repertoires of students in the classroom, and these examples of good practice have been shared at LRE national and international networking events, at professional conferences attended and presented at throughout the project duration and beyond, as well as on our website where good practice examples are presented online.

Our recommendation 7 states:
'Migrant,' 'Immigrant,' 'Community' languages should be explicitly recognised through appropriate instruments at European level. They should be eligible for more funding support in national and European policies. The offer of languages other than the national language(s) should be adapted so that all students, regardless of their background, have the opportunity to learn the languages of their community, from pre-primary to university education. Where in-school support is not possible for less commonly spoken languages, education authorities should provide financial support for language learning outside of school and find ways to recognise the value of all these languages in the daily life

of the school. Language skills should be developed for more inclusive societies and teaching should reflect the diversity of the student population.

2. Project Approach

Methodologies, surveys, analyses, tests carried out (if applicable), set-up of co-operation for the networks etc.:

The project network of over 30 partners was formed over three years ago with the purpose of working together to exchange knowledge in language policies and practices and improve them. All partners recognised that not enough attention was being given to multilingualism across education and broader society.

We decided that the best way to raise awareness of the issues was through conducting baseline research using EC and CoE documents as our reference point. The project objectives were achieved through the methodology set out below:

1. Promoting European co-operation in developing language policies and practices across several education sectors and broader society.

The project actively encouraged policy co-operation at national and European level by creating a network of decision makers from various countries and sectors, offering them detailed research data and a cross-national analysis of language policies and practices in Europe, organising knowledge sharing and networking events, creating an interactive online platform and a purpose-made contacts database for identifying relevant counterparts across Europe. It aimed to improve language education policies and practices in schools, higher education and vocational education institutions. It also aimed to improve language policies in the media, in cities and in business.

2. Raising awareness in Member States of EC and CoE recommendations on policies and practices for promoting language learning and linguistic diversity.

LRE has produced a *cross-national analysis of Language Policies and Practices* in Europe based on how countries align themselves against EC and CoE recommendations. Additional country essays have analysed the specific language environment, highlighting good practice and describing challenges. National, regional and minority, immigrant and foreign languages are covered in the research, and the research results have been made available in 19 languages: 14 national, three regional (Catalan, Welsh, and Frisian) and two immigrant languages (Arabic and Turkish). The discussions generated by the results of the research have inevitably raised awareness of the recommendations themselves. The fact that the book is published in so many languages guarantees further reach and therefore greater awareness-raising of the EC and CoE recommendations.

3. Facilitating exchange of good practice in promoting intercultural dialogue and social inclusion through language teaching and learning.

Altogether 21 national/regional launches and 54 national workshops took place. Through these initiatives good practice in promoting intercultural dialogue and social inclusion through language teaching and learning were identified. Most good practice, however, has been identified through the research and data collection. We have identified that there are certain countries where newcomers are given greater support in developing their national language skills, others where the plurilingual competencies of learners are valorised, and still others where immigrant languages have been incorporated into the curriculum. This good practice is being captured for the interactive website and has been disseminated through our network through our knowledge exchange events.

Dissemination strategy

Language diversity is considered to be a key property of Europe's identity and promoting language learning and multilingualism/plurilingualism belongs to the main activities of European Institutions. We worked closely with the EU, CoE and European Parliament in order to exploit results as well as the major language policy agencies within these two institutions (Unit for Multilingual Policy of the Directorate-General of Education and Culture in Brussels and the Language Policy Division of the

Directorate of Education in Strasbourg). These are all obvious channels for dissemination and exploitation across the lifespan of LRE and beyond.

Special link-ups and knowledge sharing were also established with the following European projects: Neil Jones, Director, European Survey on Language Competences; Sabine Kirchmeier-Andersen, Director, Danish Language Council and, European Language Monitor; Waldemar Martyniuk, Executive Director, European Centre for Modern Languages of the Council of Europe; Mike Kelly, Conseil Européen pour les Langues / European Language Council (CEL/ELC); and Uwe Mohr, Head, Poliglotti4.eu and EU Civil Society Platform.

The Steering Group (SG), comprising representatives from the Goethe-Institut, Instituto Camoes, the British Council, Migration Policy Group, Tilburg University, EUNIC in Brussels, Instituto Cervantes, FIJED, the Council of Europe, The Languages Company and the French Ministry of Culture and Communication continued to engage in wider outreach to stakeholder groups through brokering new relationships and energising knowledge exchange both face-to-face and online. The SG, led by the British Council, and the wider partner consortium identified institutions and individuals to pilot proposed changes. The research results, database, presentations and publications were made available to PhD students and encouraged to be used for wider research purposes.

Language Rich Europe has built cross–sectoral networks of at least 60 stakeholders in each country from the domains of education, public services and spaces, business and immigrant associations to engage with the results of our research and to disseminate the findings further to wider groups of decision makers in these fields. The total European network comprises of at least 960 policy makers and practitioners with 780+ members logged onto the online experts' network. The launch of the research findings in May/June 2012 was publicised widely in the media with, for example, 5.8 million reached in Spain, 5 million in the UK and 1.9 million in Estonia alone. Members of the network wrote articles in appropriate journals and spoke at relevant conferences.

'To maintain the network is very important, to encourage people from different countries to organise events from time to time - both locally and internationally' (media representative)

'A very good network in the country is formed, they are inspired and ready to work so we could expect good results in Poland' (European expert)

'The network would probably continue through national structures, not a new network' (Steering Group member)

'The network has inspired new cooperation; how we can work together and that has been very fruitful at national and local level we have established networks and cooperation with stakeholders' (researcher)

The publication was disseminated locally to:

- LRE Partner/s organisation/s
- LRE stakeholders
- Ministry of Education or other relevant Ministries
- Local City Council representatives (tourism department, external relations, immigration services)
- EUNIC members in each country
- Key Higher/Further education libraries
- EC representatives in each country
- Copyright libraries in each country
- Key British Council contacts in country – including from other projects, such as OPENCities, Our Shared Europe and MIPEX

National		Project Language	Number of copies
	1	Bulgarian	250
	2	Dutch	500
	3	English	2000
	4	Estonian	250
	5	French	1000
	6	German	1000
	7	Greek	250
	8	Hungarian	250
	9	Italian	500
	10	Lithuanian	250
	11	Polish	250
	12	Portuguese	250
	13	Romanian	250
	14	Spanish	400
Regional			
	15	Catalan	250
	16	Frisian	150
	17	Welsh	150
Immigrant			
	18	Arabic	400
	19	Turkish	400
TOTAL			8750

The LRE website engaged a wider network of stakeholders and the general public and through its interactive features and exciting content, ensured visibility and awareness-raising, as well as the fostering of knowledge sharing and co-operation in language teaching and learning for social inclusion and intercultural dialogue. Since its launch, 80000 web hits have been registered on the official LRE website up until end of March 2013. We have over 1500 twitter followers who follow and engage with LRE through @LanguageRich.

Exploitation strategy

The exploitation strategy supported members of our network to interpret the results of the research, to understand EC and CoE recommendations better, work towards policy change at the local level and to share knowledge and best practice in language teaching and learning for intercultural dialogue and social cohesion.

The questionnaire created for the research element of the project was discussed in detail at the three national workshops. Stakeholders were encouraged to analyse the policies and practices in their country in each of the domains and explore, with the help of facilitators, how they compare with other countries on certain indicators. The comparative analysis and key cross-national findings supported stakeholders in identifying potential areas of improvement in language policy in their sector.

Key outputs:
- Over 1200 LRE stakeholders on board (minimum of 60 per country/region)
- 780+ LRE Experts logged into the online experts' network
- 54 national workshops were held in total

- International London Conference held at the British Academy and attended by 152 partners, stakeholders and project managers. Evening reception (LRE publication launch) attended by 250 stakeholders
- Final Conference held at the EESC venue in Brussels and attended by 184 partners, stakeholders and project managers
- 10 European Recommendations
- 66 Local Recommendations
- Key good practice examples online (and growing)

Ultimately the end users – language teachers and learners, people working in business, immigrant communities and citizens – were the beneficiaries of these improvements in language policies, as what we aimed to achieve in the long term were greater resources devoted to language teaching and learning, a broader range of languages being offered in schools and universities, more multilingual services in cities, and more focus on language learning in business.

Progress against country action plans will be tracked by the consortium and network members, who will continue to be active. The section of the website devoted to good practice across Europe in intercultural dialogue and social inclusion through language teaching and learning will continue to be enriched and managed, as will the contacts database of 960 decision makers across Europe, ensuring continued knowledge exchange and spin-off projects.

Evaluation Strategy:

A special focus was placed in the evaluation on lessons learnt during the development work package, since this process involved significant analysis and great complexity in developing the construct, as it is the first time such an instrument has been created to evaluate language policies and practices on such a scale.

In-depth interviews were held with members of our network and national partners to evaluate what we have learnt from this process. Interviews were also held with high level EU policy-makers and stakeholders. These interviews were central to addressing the project's institutional, financial and policy sustainability.

In conclusion the project external evaluator wrote:

Our main conclusions relate to the evaluation questions that have shaped the structure of the report. They summarise the more detailed points covered in the Findings sections of the report.

Relevance
The objectives of the Language Rich Europe (LRE) network and its main outputs and products are relevant to existing initiatives to promote language policies and the policy of multilingualism. Indeed, LRE addresses current priorities and needs at national and regional level which specifically relate to the current financial situation in Europe and to the effects of increased mobility on the reality of the educational environment. School – like our society - is becoming multilingual and within that multilingual and "language rich" context all languages have their specific role. Our research and evaluation clearly demonstrate the need for broadening the perspective at European level by raising awareness of growing linguistic diversity as a key characteristic throughout Europe. It is important that policy makers and key players should understand and learn from the experience of other European countries and from the challenges they face. They also need to know more clearly about what has been achieved in policy terms by institutions at European level – the EU and the CoE.

This is a significant success of the LRE network. The view is repeatedly expressed that it serves as a platform for taking forward discussions and for providing a comparative basis for debating and formulating recommendations. The value of the main Publication of the LRE network adds significant value to this objective in an ambitious and innovative way. The evaluation shows that LRE outputs and publications have the potential to facilitate European collaboration, to encourage the exchange of good practices and to promote a bottom up approach to formulating policy objectives.

Stakeholders considered LRE outputs currently to be more relevant to the needs of educational and academic institutions than to the practical needs of promoting linguistic diversity in civil society and employment. The nature of the tools as well as the prevalent types of institutions involved situates the

network predominantly in the educational and academic sector, and this gives a specific focus to the discussions and recommendations. The LRE outputs are also considered relevant for policy level. Despite this important steps have been made to broaden the range of stakeholders involved through the domains included in the survey and through the topics of the national workshops.

Usability and exploitation
The interviews revealed that the future use of the LRE network products will clearly be based on the European added value of facilitating European level collaboration and exchange of ideas and identifying the common issues faced by the policy of multilingualism. It is of particular importance that the results of the LRE survey are being published in 20 languages, including Arabic and Turkish, since this potentially allows for a much wider outreach of stakeholders at European, national and local levels. The evaluation revealed that there is a need to have a common framework of coordination for further dissemination of the Publication in its language versions in Europe in order to achieve the expected outreach to the right target groups. The interviews clearly identify the website as instrumental for this as well.

Whilst the LRE main Publication is considered to be relevant and a good resource, further developments are needed to secure its use in and outside academic circles in the near future. More time and support is needed so that users and stakeholders become more familiar with the LRE outputs after the network funding period. The achieved visibility of the LRE network activities and resources require further commitment of all partners at institutional and personal level to ensure it realizes its sustainability potential.

The evaluation revealed that overall the LRE is a good contribution to the area of policy of multilingualism. It clearly addressed a European need and is characterised as a strategic network with added value for cooperation, data collection and networking involving a diversity of stakeholders at local, national and European level. There are clear potential signs of sustainability in these areas, since the LRE network is assessed as a good beginning. The potential for sustainability is seen in formal and informal collaboration and developments that are visible and already happening within the framework of the LRE network. Key to future sustainability will be the maintenance of those links – through both national and international means – and the continuation of the bottom up process of debate which characterised Language Rich Europe.

Extract from External Evaluation Report, Maria Stoicheva

3.   Project Outcomes & Results

Key project outputs to date include:

Language Rich Europe framework for language policies and practices based on the research field manual and questionnaire

The LRE framework in the form of questionnaires is intended as a *practical tool for self-evaluation*, for awareness-raising and for motivating key stakeholders to take action. It is envisaged that the results of the research will trigger follow-up case studies which will yield complementary perspectives and data. It is based primarily on EC and Council of Europe conventions, resolutions and recommendations.

These questionnaires have been established in the context of the Language Rich Europe project, co-funded by the British Council and the European Commission under its Lifelong Learning Programme (LLP). Due to this public funding, the resource is available via open access for any further exploitation. Those who would like to do so are requested to make the following references in any anticipated publications:

- Reference to the co-funding by the British Council and the European Commission under its Lifelong Learning Programme
  Reference to the publication *Language Rich Europe: Trends in Policies and Practices for Multilingualism in Europe* edited by Guus Extra and Kutlay Yağmur

LRE facilitates self-evaluation in language policies and practices. Countries and regions can use it to analyse their own language policies and practices in the following domains:

Official documents and databases
Pre-primary education
Primary education
Secondary education
Further and Higher education
Audiovisual media and press
Public services and spaces
Business

- The research tool covers four language types in the above domains: national languages, foreign languages, regional and minority languages, and immigrant languages. It includes a meta-domain, exploring the availability of official national documents and databases on language diversity.
- Country / regional profiles available for Austria, Bosnia and Herzegovina, Bulgaria, Denmark, Estonia, France, Germany, Greece, Hungary, Italy, Lithuania, Netherlands overall, Netherlands – Friesland, Poland, Portugal, Romania, Spain – Madrid, Valencia, Sevilla, Spain – Basque Country, Spain – Cataluña, Switzerland, Ukraine, United Kingdom (separate profiles for England, Wales, Scotland and Northern Ireland). Please note that profiles for Bosnia and Herzegovina, Denmark, Italy, Spain – Basque Country and Ukraine go beyond the requirements of the EC project application and proposal and demonstrate added value to the overall project. Separate profiles for England, Scotland and Northern Ireland were presented – originally we proposed one UK profile plus Wales.
- The scope of the survey with 25 participating countries and regions is highlighted as a major illuminating factor for the current state of multilingualism in Europe. Although there are surveys presenting data related to language teaching and learning in Europe-wide context, the results of

this survey are considered as presenting the micro-level policies and practices on multilingualism and plurilingualism.

- The combination of the quantitative survey with country essays is considered as a positive combination of methods. Quantitative data is considered valuable but it needs national or regional context for their presentation. There are a number of cases in which the regional or local context has been rendered as critical for the presentation of the data.
- A cross-national analysis was generated and is presented online: www.language-rich.eu/home/research/crossnational-findings.html as well as in Part 2 of the final CUP project publication.

User-Friendly Country Profiles & complementary country essays

The online Country Profiles comprise of navigatable info graphics and text on the project website and give a snapshot view of how country language policies and practices across the four language types - national, regional and minority, foreign, and immigrant languages – align with EC and CoE recommendations in the language domains mentioned above.

- Great emphasis placed on the complementary country essay, which provided a critical qualitative element of the research, highlighting good-practice examples and putting the Country Profiles in context. They have been written by the research partners and put the quantitative analysis in the Country Profile into context, explaining the reasons behind the research findings, suggesting areas for improvement and also highlighting good practice case-studies and promising initiatives.
- Due to the federal nature of government in Germany it has been difficult to compile a scored profile, as policies are very different from one Bundesländer to the next. After lengthy negotiations German data was presented in the form of an extended essay.

Ensuring validity:

Since this is the first time that such comprehensive cross–European research has been conducted, Tilburg University worked extremely hard to ensure that the questionnaire meets the validity requirements necessary: Particular emphasis was placed on the following considerations:

- Internal validity
Is the LRE Questionnaire sufficiently comprehensive in its conceptual construct?
Is the LRE Questionnaire sufficiently explicit and transparent in its formulation?
Is the LRE Questionnaire sufficiently practical as a tool for data collection?

- External validity
Is the LRE Questionnaire sufficiently valid in its linkage to European benchmarks that guide its scoring?

- Cross-national comparability
Is the LRE Questionnaire sufficiently fair in representing the four key language varieties taken into account: national, foreign, regional/minority and immigrant languages?
Is the LRE Questionnaire based on equal questions across countries?
Is the LRE Questionnaire based on equal scoring procedures across countries?

The pilot study conducted and the responses made to suggestions from internal and external experts and peer reviewers enabled this validity to be achieved.

- The final decision was to present the questionnaire in a visual format that enables viewers to at a glance see how closely EC /Council of Europe recommendations are being adhered to. Data visualisation was a complicated issue and generated much debate that led to significant delays of completing this Work Package. Decisions were taken at Steering Group level and with consultation with the Partner Consortium. One positive is that each question is represented so that users can see what was asked and how a country responded making the profile more transparent. See example below:

	Un'altra LN	LS	LI
Programmazione ● durante l'orario scolastico ● in parte durante l'orario scolastico ● al di fuori dell'orario scolastico	●	●	●
Requisiti minimi per la dimensione della classe ● nessun requisito ● 5-10 ● >10	●	●	●
Monitoraggio delle abilità linguistiche ● standardizzato a livello nazionale ● su base scolastica ● assente	●	●	●
Livello da raggiungere	●	●	●
Disponibilità di fondi statali ● totale ● parziale ● nessuna disponibilità	●	●	●

Livello da raggiungere:

Un'altra LN: ● in base a indicazioni nazionali o regionali ● in base a indicazioni della scuola ● non specificato
LS: ● in riferimento al QCER ● in base a indicazioni nazionali o della scuola ● non specificato
LI: ● in base a indicazioni nazionali o regionali ● in base a indicazioni della scuola ● non specificato

	LN
Programma scolastico ● coerente ed esplicito ● di tipo generale ● assenza di linee guida	●
Sostegno aggiuntivo per i nuovi arrivati ● prima dell'ingresso a scuola ● durante la scuola ● assente	●
Test diagnostico in entrata ● per tutti ● solo per gli immigrati ● assente	●
Monitoraggio delle abilità linguistiche ● standardizzato a livello nazionale ● su base scolastica ● assente	●

Print publication: *Trends in Policies and Practices for Multilingualism in Europe*; editors Guus Extra and Kutlay Yağmur presents the first research stage, captured in this Cambridge University Press publication; it offers a platform for the creation of networks and partnerships among language policy makers and practitioners in Europe. Available in the following 19 language versions:

- English - Language Rich Europe - Trends in Policies and Practices for Multilingualism in Europe
- Arabic - أوروبــا الغنيــة بلغاتهــا
  توجهــات فــي السياســات والممارســات مــن أجــل التعدديــة اللغويــة فــي أوروبــا
- Bulgarian - Европейско езиково богатство - Тенденции в политиките за многоезичие в Европа
- Catalan - LRE – Tendències de les polítiques relatives al multilingüisme a Europa
- Dutch - Language Rich Europe - Trends in beleid en praktijk voor meertaligheid in Europa
- Estonian - Keelterikas Euroopa. Mitmekeelsuspoliitika ja -tavad
- French - L'Europe riche de ses langues - Tendances des politiques et pratiques du plurilinguisme en Europe
- Frisian - LRE – Trends yn belied en praktyk foar meartaligens yn Europa
- German - LRE – Trends in Politik und Praxis für Mehrsprachigkeit in Europa
- Greek - LRE - Οι τάσεις στις πολιτικές και της πρακτικές για την πολυγλωσσία στην Ευρώπη
- Hungarian - LRE – A többnyelvűségi politikák trendjei Európában

- Italian - [Language Rich Europe - Tendenze nelle politiche e nelle pratiche per il multilinguismo in Europa](#)
- Lithuanian - [Europas kalbu Lobynas - Daugiakalbystes Politikos ir Praktikos Tendencijos Europoje](#)
- Polish - [Europa Bogata Językami - Trendy w polityce dotyczącej wielojęzyczności](#)
- Portuguese - [Tendências e políticas para o multilinguismo na Europa](#)
- Romanian - [Tendinţe în domeniul politicilor de multilingvism în Europa](#)
- Spanish - [Lenguas Riqueza de Europa: Tendencias en las políticas y prácticas para el Multilingüismo en Europa](#)
- Turkish - [Dil Zengini Avrupa – Avrupa'da çokdilli politika ve uygulama eğilimleri](#)
- Welsh - [Ewrop Gyfoethog ei Hieithoedd – Tueddiadau mewn polisïau ar gyfer amlieithrwydd yn Ewrop](#)

Interactive website with LRE network experts login area, play with data area and good practice case-studies:

www.language-rich.eu

Launched in June 2012 the *Language Rich Europe* website presents the data collected on a country level through Country Profile pages with info graphic easy to navigate visualisations. It also includes a restricted internal experts' network login area that allows for professional link-ups and special areas of interest sharing. This currently stands at around 780+ members and growing. The Research Area outlines methodology, cross-national findings and includes an interactive Play with data area allowing comparisons for up to three different countries/regions result comparison against the median across the education domains (pre-primary, primary and secondary). The resource bank of good practice examples has an interactive feature allowing users to submit their own case studies.

The home page acts as an attractive easy-to-use landing area for language enthusiasts providing constantly changing content via twitter headlines and new posts from the LRE blog, which proved a particularly popular channel of communication. There is also direct access to the project publication in electronic format as well as easy access to the recommendations, self-evaluation tool - Language Rich Europe framework for language policies and practice and project annual reports.

21 national/regional launches, 54 workshops and two international conferences

By bringing together a network of national experts and stakeholders to engage actively with their *Language Rich Europe* Country Profile results during the three in-country national workshops, we helped to fine-tune the initial research findings, explore them more deeply, stimulate interest, and lead to meaningful positive change in language policies. By directly influencing policy making, language teaching and learning practices for intercultural dialogue and social cohesion were enhanced through the project at both national and European level and *Language Rich Europe* achieved sustainable results.

Such a wide list of international and local events that took place bought together our network and joined people in a collaborative journey coming together at international the level to work towards local and European action engaging local policy makers and European Institutions and other language projects and surveys along the way with concrete practical recommendations.

10 European Recommendations and 66 local recommendations

The LRE European Recommendations are based on the conclusions of the national and regional profiles set out in Language Rich Europe: *Trends in Policies and Practices for Multilingualism in Europe*, together with reports of the national and regional launches and workshops carried out in order to consider the core document and make proposals for national action. They also take into account the discussions at the Language Rich Europe (LRE) London Conference that took place at the British Academy in December 2012. LRE calls on European institutions and member state governments to initiate new policies to support immigrant language teaching, revise trilingual learning, and use the particular position of English to promote and support multi/plurilingualism. This would help to develop a truly multilingual Europe and in turn ensure economic competitiveness while building more inclusive societies. The recommendations can be read in full on our [website](#).

In addition to the strong common themes which provided the basis for the ten European level recommendations, the local country and regional reports demonstrated an understandable degree of diversity in terms of priorities and proposals for the future. Local recommendations in the area of policy for example call for a focus to be paid to the lack of a European framework, point to the at times mere lip service that is paid to EC policy at the national level, the importance of language planning and status, the need for greater clarity, data collection and the need for pro-multilingualism campaigns and persuasion to continue. Within the education domain curricular assessment and reform, a focus on CLIL and the need to do something with the low take up of languages at school as well as the lack of attention paid to the post compulsory phase are all key areas pinpointed for action. In other areas such as media the promotion of diversity and subtitling were called upon and further promotion of languages in business with more coherent research taking place also.

Three annual reports summarising the launches, workshop and towards action plan process with local recommendations.

4. Partnerships

Added value of the multi-country partnership in executing the project (including European added and geographical value):

A strong European partnership network has ensured that the results of the research have generated impact via dissemination and further exploitation.

The partner consortium worked together closely to carry out data collection, writing essays and checking profiles. The partner consortium met periodically throughout the project to refine the Language Rich Europe framework, discuss the methodology for data collection, and discuss how to disseminate and exploit the results, as well as sustain the network and take European and Local recommendations forward. Their action plans for follow-up activities have been shared on our project management collaboration site, Basecamp. Each partner brought their own expertise in European projects and in national research and language policy analysis, and the various perspectives and viewpoints expressed since the beginning of the project enhanced quality and facilitated knowledge sharing.

The Languages Company led on exploitation of results with Dr Lid King, a renowned European expert on language policy and the former National Director for Languages in the UK, at its head. Dr King has an extensive European network and brought a wealth of experience from other EC-funded projects on which he has led.

Professor Guus Extra and Dr Kutlay Yağmur from Babylon, Centre for Studies of the Multicultural Society at Tilburg University led on the research phase of the project. They are widely published authors in this field, and their expertise, track record in data collection, vast knowledge of language policies and practices, as well as of immigrant and regional and minority language issues, has been a huge asset.

The French team, represented by Xavier North from the French Ministry of Culture and Communication on the Steering Group and by a formidable research group comprising of distinguished researchers, has made a significant contribution to the development and refinement of the questionnaire and the methodology for presenting results, bringing vast experience and knowledge of language policy and practice. We have been fortunate to attract new partners such as in France and Italy, for example, which demonstrates the impact the project is having.

In designing the LRE questionnaire and scoring its ultimate outcomes, Thomas Huddleston from the Migration Policy Group in Brussels has brought a wealth of knowledge and experience based on his experiences with the construction of the *Migrant Integration Policy Index.* Guidance throughout was also provided by the Council of Europe via Joseph Shiels.

All other partners have made a huge contribution and are too numerous to mention here, but the size and scale of the network, its expertise, and the team spirit that has been generated within it, has enabled us to reach a significant number of Europe's leaders at the same time and foster a much more strategic approach to language education and policy in order to enhance intercultural dialogue, and social cohesion through language teaching and learning.

Through our network we have provided a comprehensive overview of the role languages currently play in Europe, identified our emerging language needs, and highlighted good policy and practice. At the end the project we are confident more institutions and individuals will be aware of the social, cultural and economic value of languages.

Benefits of partnerships established with groups outside of the direct project/consortium:

Language Rich Europe has built a partnership with language publishers Cambridge University Press and Oxford University Press, whose networks of representatives across Europe have supported us in dissemination of the research findings. We also formed a partnership with Rosetta Stone. They too supported us in the dissemination strategy.

We formed a collaborative partnership with the EC funded project, Poliglotti4.eu, and worked together with them to produce a series of videos of language ambassadors promoting each other's news and events via our respective project websites.

# 5.	Plans for the Future

Plans to carry out the remaining work to achieve the project objectives

Key future outputs:

Beyond the lifespan of the *Language Rich Europe* project the research collected and networks of stakeholders already created will be built upon in the following ways:

- Contributing further data and examples of good practice for the comparative analysis
- Maintaining and developing the LRE interactive website further to share the results more widely
- Working collaboratively across the existing partner consortium via cluster working on specifically pin-pointed areas of importance; cluster leaders already identified in France, the Netherlands, Italy and Greece
- Sharing learning at a range of other national and international conferences on languages
- Contributing to and complementing the EC Civil Society and business platforms on multilingualism
- Contributing to and exploiting the international experts network contacts database to identify expertise from other countries

'Clusters of researchers, experts and stakeholders working on specific topic should be formed' (member of a partner country team)

'Cluster in a non-geographical state are better; this will give an opportunity to pair … countries far apart, from different regions; this is a way to reinforce the European view and not reinforce the national view' (researcher working at European level)

Presentation of Conclusions - the response from the European Institutions

Central to all of this of course is the strength of the ideas generated through the project – represented concretely by the ten key recommendations. These were presented to the European organisations – the European Commission, the European Parliament and the Council of Europe at a one day conference in Brussels in March 2013. Inevitably there were differences of opinion, especially over the *Mother Tongue plus 2* formulation, which remains an EC priority. Overall, though, there was a detectable appreciation of the need to develop and to respond to new challenges, not least because of the current economic crisis. Linked to this was an appreciation of the role that networks such as Language Rich Europe can play in this process. In the words of Commissioner Vassiliou who spoke at the conference –

I read with great interest the main conclusions of your study and recommendations. Several actually coincide with those presented in the most recent Commission document on language competences for employability, mobility and growth - the document was part of the Communication we presented last November on Rethinking Education[1]

The extent to which we will succeed in influencing this political level depends also on the continuing effectiveness of the networks, both European and national, which have been engendered by the project.

Continuing the debate – maintaining the networks

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[1] For the complete speech - http://www.language-rich.eu/fileadmin/content/pdf/20130305-language-rich-europe-conference_en.pdf

A number of the Language Rich Europe Partners, including the British Council and EUNIC have also committed themselves to maintaining and co-ordinating activity on a national and regional basis. Importantly the project has encouraged the development or strengthening of national networks within individual member states, and in countries as diverse as Poland, the Netherlands, Romania, Ukraine and the UK.

'A very good network in the country is formed, they are inspired and ready to work so we could expect good results in Poland' (European expert)

A concrete example of this is quoted from the Netherlands –

Within the Netherlands, we took the initiative in cooperation with British Council Amsterdam to bring forward the LRE outcomes for this country in international perspective to

- *the Ministry of Education*
- *the National Association of (Foreign) Language Teachers (NAFLT)*
- *the New Generation Foundation (NGF)*

The NAFLT will disseminate the Dutch version of the LRE report amongst members (13 different language sections are involved) in co-operation with the British Council in Amsterdam. In the autumn of 2013, a special day will be spent on the project, during which the Ministry will be asked to take position as well.

Also the involvement of the NGF is interesting. This NGF exists of highly-educated professionals whose parents came as immigrants to the Netherlands and who want to take a (most welcome and much needed) public voice on this topic. We will organise a full-day master class in the Europa House of the EC in The Hague on April 12, 2013, to start with discussing the LRE outcomes in the context of 'Responding to increasing linguistic diversity in multilingual Europe' … The goal is empowerment of those who are asked to respond and need the background knowledge to do so and act in meaningful ways.
(Report by Guus Extra, Tilburg University)

Only time and experience will show, but it is hoped and intended that Language Rich Europe will continue to be a benchmark for further policy, research and implementation measures relating to multilingualism.

As was discussed at the Brussels Conference, we are at a critical moment in history, where on the one hand the European multilingual dream is threatened by the resurgence of nationalism and national chauvinism, yet on the other it can offer solutions, both for greater economic prosperity and social cohesion. The Commissioner put the challenge as follows –

Given the current economic climate, the Commission's multilingualism policy will focus on measures to restore economic growth and full employment in Europe. Languages are a central element of our overall strategy. If we want more mobile students and workers, and businesses that can operate on a European and world scale, we need better language competences – and these must be better targeted to the current and future needs of the labour market. Partnerships between the world of education and the world of work will be essential to forecast those needs and prepare our systems to face them. Increased flexibility in teaching languages, combined with guidance to parents and pupils, will help us better match language supply and demand. If citizens must become more multilingual, public institutions and private enterprises must also learn how to cope with a multilingual society. And of course, if we are serious, we must go beyond preaching multilingualism and prove that it is possible.

Many of the discussions and conclusions of Language Rich Europe address precisely these key issues and challenges. Across Europe we have indeed shown that we can 'learn to cope with a multilingual society' and prove that multilingualism is possible. Our challenge now is to transform that

understanding into sustainable activity over the longer term which can support the genuine change that is needed, for prosperity, for cohesion and for the future.

The key factors which will permit this to happen are –

- The Products: Ideas. Publication. Website. Indicators. Examples of good practice.
- The People: Networks and experts.   National Campaigns.
- The Partners: Continued support and collaboration.

On this basis there is every likelihood that new opportunities can be found for further development of what has already been achieved. As was said at the Brussels conference, Europe faces a choice between two cultures – *'between openness and closure, between the challenge of diversity and the attraction of uniformity, between inclusion and exclusion*[2] Multilingualism – *'"Language richness" – may help us in that choice by allowing us to "reach out to the other without losing a sense of who we are.'"* The extent to which that happens depends fundamentally on what we do next.

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[2] Hans Sakkers (Utrecht) quoted at the Brussels Conference and in full in Languages in Europe Towards 2020, London 2010

6.   Contribution to EU policies

The EU and CoE have supported Member States in developing language policies and practices to promote language friendly environments, increase linguistic diversity, and to take into account the language needs of immigrants to support social inclusion.

However, take up of these recommendations has been uneven, the range of languages learnt is still narrow, insufficient resources are allocated to language learning, and the common effort and exchange of knowledge required to respond to the multilingual challenge is lacking. This is evidenced by published research.

An informal consultation process conducted by the British Council across 18 countries supported these conclusions and pointed towards the following needs, which Language Rich Europe is addressed:

- the need to exchange good practice in enhancing intercultural dialogue and social inclusion through language learning and teaching
- the need for greater European cooperation on improving language policies and practices
- the need for greater awareness-raising of EC and CoE policies.

Through our research in 19 countries we have directly supported EC policies by creating a self-evaluation tool to enable countries to evaluate themselves against EC and Council of Europe recommendations. This in itself raises awareness of and draws attention to these policies.

The results were presented through country profiles and through a cross-national analysis which will show how the EU as a whole is performing against its own policies.

These insights have made a major contribution to future EU policy making, as they will show us the impact that language policies have made so far, and what still needs to be achieved.

The research questionnaire comprised 260 indicators and reflected use of official national, immigrant, regional and minority, and foreign languages in education, public services and spaces, business and the media. It is therefore a comprehensive instrument which afforded insights across a whole range of policy areas. We did not create one overall ranking or index but rather provided a framework and set of indicators for countries to evaluate themselves against in each domain. A major discussion with key partners in the Steering Group, including the Council of Europe, concluded that we should be cautious about suggesting competition rather than knowledge-sharing. Therefore, it was decided to create an attractive visualisation that would mirror the actual answers given to the questions in the questionnaire – domain by domain, question by question.

The key EC documents used to conduct the research are listed both in the project publication and the website.

The knowledge-sharing process enabled our network to engage with the findings of the research, and develop action plans at national level to improve language policies and practices. These action plans will be synthesised into a report for the EC to support the review of its multilingualism policy planned beyond 2013. Views collated via our work should contribute to this process:

'Data is interesting when compared and there is potential for overview of the situation in Europe as a whole; it also shows the different culture of understanding multilingualism and the political priorities in this area.' (researcher)

'We need better data and it should be mutually comparable (ask the same kind of questions about their language use); Using censuses does not make much sense, they are some general type of laws that measure and different countries can be compared" (researcher, working a lot at European level) "multilingualism is a very context dependent area; there is different status of languages in different countries"' (ministry representative)

'There are interesting correlations between countries that quite far apart but that have struggled with similar linguistic landscapes; this gives you a broader perspective, European dimension' (researcher)

'One of the things that came up from the research is how differently multilingualism is understood across Europe.' (University lecturer)