

# RML2future

Network for multilingualism and  
linguistic diversity

**RML2future  
Network for Multilingualism  
and Linguistic Diversity in Europe**

Interim Report

public part

## Project data

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# Summary

In the European Union about 40 million people speak a regional or minority language (RML). Apart from the 23 official working languages more than 60 autochthonous regional and minority languages are being spoken in the EU, like for example Sorbian, Frisian or Ladin.

Multilingualism and linguistic diversity are core values of the European Union. This has been enshrined in article 22 of the European Charter of Fundamental Rights. It reads: *The Union shall respect cultural, religious and linguistic diversity.*

Learning and using our native language makes up the basis of our identity, and therefore all languages have the right to be protected. Moreover, it is equally important to promote the multilingualism of the citizens.

The motto of the European Union “*United in Diversity*” reflects this multilingualism. The European Union always has regarded its linguistic diversity as an advantage and not as a burden. In 2002 the Council defined in Barcelona the ambitious objective that each citizen should learn or command “his native language plus two further languages”.

The Network for Multilingualism and Linguistic Diversity in Europe, shortly , wants to support and promote this objective on different levels, thereby actively involving the minority languages. To that end the network unites six partners from European, multilingual regions in which regional and minority languages are at home.

In many regions of Europe the autochthonous minorities contribute in a natural way to bilingualism and multilingualism. It is our aim to use this resource in a positive way and for the purpose of European multilingualism and at the same time to foster the vitality of the minority languages. The condition to do so is creating a positive image and language-friendly environments for multilingualism and linguistic diversity.

The network is therefore active in selected regions, in order to exploit and pool the available potential. Transferable learning scenarios for language transmission and multilingualism in European context, especially using the minority languages are being developed, including guidance for practitioners and decision makers.

Additionally, by compiling and publishing information material and preparing it for a digital format, the information in the field of multilingualism, language learning and linguistic diversity is elaborated and disseminated. In order to support the development of sustainable strategies for the minority languages, appropriate know-how in the field of language planning is aggregated and made available in the form of advice and training measures.

This is supported by exchange of good practices and methods and by organising conferences on the following subjects:

- preschool and school education,
- adult education,
- recognition and examination of language competences,
- language promotion amongst youth.

We had a successful start of the cooperation with the selected regions with our first regional conference at the German-speaking Community in Eupen, Belgium.

The presence and exploitation of results in the regions is boosted by a professional appearance and accompanied by public awareness-raising measures. To this end in the summers of 2010 and 2011 a promotion tour is organised and a campaign is planned.

In order to achieve increased networking and European cooperation, the development of an association of language teachers and minority language institutions is in the planning stage.

The network aims at developing itself into a competence centre in the field of multilingualism and linguistic diversity, using and bolstering the RMLs.

The network presents itself and its activity at [www.rml2future.eu](http://www.rml2future.eu).

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# 1. Project aims

The network RML2future was established in order to promote the multilingualism and linguistic diversity in Europe, using the natural resource of the regional and minority languages in European (cross border) regions.

Multilingualism and linguistic diversity are basic value of European concern. Multilingualism enables people to understand each other and to be mobile and is one of the key competences of the individual. The linguistic diversity in Europe is a sign for diversity and key to living together in Europe.

In the context of the European objective of multilingualism, namely that each European citizen should learn two additional languages apart from his mother tongue, the network pursues the **following goals**:

- Promotion of European multilingualism using the resources, which are offered by regions and minority languages in several European regions;
- Preserving linguistic diversity in Europe; in particular minority languages, by increasing their prestige and recognition;
- Contribution to the establishment of language-friendly environments;
- Promotion of awareness-raising and appreciation amongst the population for multilingualism and linguistic richness;
- Promoting and advising minority language communities with the aim to develop sustainable strategies for survival;
- Exploitation of regional education potential in cooperation with professionals, experts and decision makers;
- Cooperation in the development and implementation of a European language policy that actively involves the minority languages;
- Establishment of a professional network for the implementation of the aims as well as for advise, support and stimulation of increased European cooperation, in particular of language teachers and language establishments of minority languages.

**The target group** of the network is those communities who are speaking a regional or minority language, their organisations and establishments, especially in the field of language and education, in selected regions and also in other regions. Other target groups are the education experts in these regions, decision makers and multipliers, who have to be reached in order to fully exploit the regional education potential.

For implementation, **the six partners in the network RML2future** defined their common aims more precisely according to their own focus areas within the three year of project activity, as follows:

The **Federal Union of European Nationalities (FUEN)** is – as a European umbrella organisation – the lead partner of the network, is responsible for implementation according to the needs, for language policy and language planning and the contact to decision makers and professionals in the regions and on the European level. Its main aim is to transfer know-how in the field of language planning for the benefit of the development of sustainable strategies for minority languages and to contribute to the implementation of a European language policy that encompasses the regional and minority languages.

The **European Academy Bozen / Bolzano (EURAC)** as an acknowledged research institute is responsible for academic research and advise to the network and as experienced partner it

is responsible for coordination. The aim of EURAC is, based on the current situation, to develop scenarios for language learning, for language transfer and awareness raising within the context of European multilingualism, using the minority languages and to accompany these with guidelines and additional measures.

The **Agency for European Education Programmes VoG in the German-speaking Community in Belgium (DG)** sets as its goal to work on the certification and testing of language competences, especially with regard to minority languages, based on the example of the German-speaking Community in Belgium and to disseminate its findings. Furthermore the Agency sets as its goal to mainstream the results to decision makers and experts.

**Højskolen Østersøen** is one of those folk high schools that offer language and culture teaching and that are an important element in the Scandinavian tradition of “lifelong learning”. Based in the German-Danish border region the aim of Højskolen Østersøen within the network is to publicise the proven practice of this Scandinavian tradition of folk high schools and to promote the transfer of this concept, with focus on language learning, to other European countries and regions.

The **Council of the Carinthian Slovenes (NSKS)** contributes its experiences in early language learning in Carinthia, Austria. In Carinthia the situation in the trilingual border region Austria – Slovenia – Italy is used in different ways to make children already in preschool education aware of multilingualism and prepare them for learning all three languages. It is the goal of NSKS to disseminate its models and exemplary methods in the field of early language learning.

The **Youth of European Nationalities (YEN)** is involved in the network for multilingualism and linguistic diversity as junior partner. YEN has the aim to contribute to the dissemination and exploitation of the results of the network, especially towards the young target group and towards the public audience and to enhance European cooperation.

The work of the network partners in the different focus areas will be brought together in an exploitation and dissemination strategy. The aim is to develop sustainable strategies for the minority languages in **selected regions in five European countries** that utilise the existing resources of natural bilingualism and multilingualism in order to contribute to achieving the European objective of multilingualism.

## 2. Project approach

The Network for Multilingualism and Linguistic Diversity, abbreviated **RML2future**, is a **synonym for the approach of the network**: at the same time to promote European multilingualism and future viability of regional and minority languages.

To this end the network brings together six partners from European, multilingual region, where regional and minority languages are at home. The selection of these six very different partners (NGO, research institute, agency, establishment for adult education, youth association) deliberately creates **a very broad spectrum in the field of European multilingualism and linguistic diversity**.

For the three-year period of the project **by way of example multilingual (border) regions in five neighbouring countries were selected**, in which minority languages are being actively spoken:

- German-speaking Community in Belgium (border region Belgium, Germany, the Netherlands),
- South Tyrol, Italy (German-speaking, Ladin and Italian groups/minorities),
- Lausitz/Lusatia, Upper and Lower – Lusatian Sorbs (border region Germany, Czech Republic, Poland),
- German-Danish border region – Germans in Denmark, Danes in Germany and North Frisians (border region Germany, Denmark),
- Carinthia – Carinthian Slovenes (border region Austria, Slovenia, Italy).

In these regions **partners with different competences and focus areas** could be found. Each partner has its own thematic focus, which it contributes to the network:

- Research / learning-scenarios for language transfer,
- Language planning and language policy,
- Pre-school and school education,
- Adult education,
- Certification and testing of language competences
- Language promotion at young people.

By using the naturally present bilingualism and multilingualism and within the context of life long (language) learning the **whole path from early language learning to adult education is bridged**. Based on a needs-oriented approach and supported by academic research, language planning and language policy, the **exploitation of regional potential and available resources** is stimulated and supported. In doing so the network focuses both on the transferability as well as on the development of good practices and methods.

Characteristic of the network is therefore a strong regional European presence together with a coordinated exploitation and dissemination strategy. The activity of the network is based on the **network of the European umbrella organisations FUEN and YEN, in which over 100 organisations of European autochthonous national minorities** are organised and that guarantee corresponding public audience, exploitation and dissemination. The use of attractive, multilingual means of public relations and merchandising supports the dissemination and exploitation of results. In exploitation the results of the network and its individual focus areas to promote multilingualism and linguistic diversity are mainly applied during on the spot visits, meetings, study visits, training and advise measures, promotion



tours and mainstreaming. At the same time additional regions and minority will have the opportunity to benefit from the results.

The strong, widely connected European structure and the wide spectrum of the partners are decisive advantages of the network. The results in the selected regions should be transferable to additional regions and so enable their use in other minority languages and multilingual regions.

According to their own aims the partners contribute with their own approach to the activity of the network as a whole:

For **FUEN** in order to achieve its goals, the survey in the field of language planning, monitoring in the field of language policy and the continuation of the needs analysis that was started during the application process are central. FUEN investigates within its activity how the different minority groups engage in the field of language planning, which models are very successful and under what conditions these models are transferable, where problems did arise and how these can be solved. Overall concepts for languages in view of development and use are being analysed, and this survey is combined with establishing contacts to experts and scholars from the minorities in the field of language planning. The development and implementation of advice and training measures and creating a body of necessary background information and exchange of methods and projects take centre stage.

**EURAC** will achieve implementation of its aims by

- making an overview of the situation of language teaching, language use, attitudes towards the individual majority and minority languages in the selected regions and the needs of teachers;
- developing a platform, in its structure comparable to the EURYDICE-platform;
- developing transferable learning scenarios, on the one hand relating to communicating the minority language to the majority population and vice versa and which on the other hand are learning scenarios focusing on European multilingualism (always including the minority languages as well);
- developing a module for teacher advanced training, giving teachers background knowledge about the essentials and processes of multilingualism and which gives guidance to diversity management in language teaching.

Aware that the acquisition of competences, especially in the field of languages must be certified and also verifiable, the **German-speaking Community** applies itself to the dissemination of information about the certification and testing of language competences. The application to minority language and the possibility of testing and certification according to European standards is the main objective. The German-speaking Community will elaborate and present an overview of the instruments and methods for testing language competences according to approved and widely used methodologies and existing principles, e.g. the Common European Framework of Reference for language learning. In the report the basic elements are pointed out that are needed for their adaption to minority languages and specific questions, e.g. to the limits, advantages and disadvantages of specific methodologies for bilingual and multilingual approaches are brought up for discussion. In a next step an overview and presentation of existing language certifications follows, including that of the Europass language passport and its application and proposals are made to develop suitable language certifications for multilingual people, taking minority languages into account. The presentation of the results in the field of certification and testing will take place in the form of exchange between the five regions as well as by exploitation and dissemination of the products.

**Højskolen Østersøen** will position adult education as a necessary element within lifelong learning, by showing its existing programmes in the field of adult education in the context of regional and minority language as well as in presenting its own activities as a folk high school working according to Scandinavian tradition. Apart from its own activities and surveys also the exchange of experiences within the network and observing selected practical examples of multilingual learning processes in European establishments for adult learners and analysing their work helps to achieve the objectives. Both elements are useful and required to fulfil the project aims and have taken place until now during the partner meeting of RML2future in January 2010 in Carinthia/Austria and at the first regional conference of RML2future in Eupen/Belgium. This approach gives the participants of the project first of all the opportunity to acquire diverse understandings and give the establishments that are visited the advantage to have their concept examined by experts. That is why we can clearly speak of a pedagogic added value through international exchange. It comes together with the promotion of adaptation and transferral of good practice of Højskolen in the selected regions.

**NSKS (Council of the Carinthian Slovenes)** follows a similar approach as Højskolen Østersøen. By holding enquiries, participation, monitoring and interviews with experts NSKS learns about models of early second or foreign language acquisition and analyses these models afterwards. In a next step NSKS examines in how far these models – based on good practices and methods used in Carinthia – are applicable to other regional and minority languages.

**YEN works** on publicising and awareness raising about multilingualism and linguistic diversity. By developing and disseminating promotion and communication material YEN also aims at making people aware of the existence and the situation of minority languages and their contribution to linguistic diversity in Europe. By using cross-media products YEN will help create a better image for learning and using of the languages of neighbouring regions, especially also of regional and minority languages and therefore multilingualism in general. Furthermore YEN contributes to more networking in Europe and to setup cooperation by way of maintaining contacts and attending various meetings.

All the partners are involved in on-site presentations of their own focus areas and bring their results together in the form of offering concrete advice and implementation according to the specific needs in the regions. Additionally the partners work together on presenting the network and its objectives in several different contexts.

### 3. Project results

In the first phase of the project the **establishment of a professional network** stood central in order to realise the goals, to make a needs analysis and offer advice, support and impulses to the selected regions.

The **kick-off meeting of the network** took place in April 2009 in the European Academy (EURAC) in Bozen / Bolzano and the first **annual meeting** took place in December 2009 in Flensburg.

The partners in the network used the year 2009 to deal intensively with the aims and backgrounds of the network, with the overarching subject of European multilingualism and linguistic diversity and they did the research required in order to build up competences in the main focus areas. Each partner is involved in achieving the aims of the network within his own abilities and caters for his own thematic field. This is complemented by common project and quality management and common measures of exploitation and dissemination.

The activity in each of the focus areas are and will be brought together in working meetings, on-site presentations in the selected regions and during the regional conferences.

The **first regional conference in Eupen on the subject of language competences and language certification** was the kick-off of the intensive phase of realisation of the network.

A special starting point was the **Regio-Café** during the regional conference, where it became clear which regions are in similar situations and can learn from each other, what the concrete needs look like and where new tasks for the network emerge.

The results of the partners converge and are presented in the following lines:

**FUEN** participated together with the other partners of the network in the kick-off meeting and the meetings on the focus areas in Eupen, Aabenraa, Klagenfurt, Bozen / Bolzano and Flensburg. During these meetings cooperation and the buildup of the network was consolidated.

In September 2009 FUEN organised a congress of the European minorities in Brussels, at which the aims in the field of language policy were presented at the Committee of the Regions and in the European Parliament. The cabinet of former Multilingualism Commissioner Orban was also involved. The European stage was used by the Network for Multilingualism and Linguistic Diversity to offer a comprehensive presentation and to engage in contacts with over 200 participants, amongst them European and national decision makers and representatives of over 50 European minorities. FUEN moreover presented the aims and objectives of the network during several activities in many European countries.

In the course of the year the needs analysis was continued and on-site presentations were given (Flensburg/Flensborg, Klagenfurt/Celovec, Eupen) in which regional education politicians and professionals were involved. FUEN published a guideline to the current European language policy and works on a platform on multilingualism.

**EURAC** started by developing a psycho-/sociolinguistic questionnaire for all the minority regions involved, in order to make an overview of the situation of language transfer, language use and the attitude towards each minority and majority language. The questionnaire was developed for different minority regions and is available in a print and online version. In the German-speaking Community distribution of the questionnaire was

started in May. It is expected that the response of the questionnaires will take some time and that analysis can start not until the beginning of 2011.

Up to now also study visits with expert interviews and class observations took place at the Ploder minority in Sappada and at the German-speaking Community in Belgium. The results are processed with the help of the ATLAS-programme and will be used later for publication on an internet platform for comparing education and language transfer situations in different European regions that was developed by EURAC following the example of EURYDICE.

Beyond that EURAC already developed several learning scenarios for different age groups, which are tested in practice. Because EURAC is responsible for academic advice and support, Sabine Wilmes gave a lecture in Apenrade / Aabenraa on first, second and foreign language acquisition and an introduction to the academic terminology and findings.

From 9-11 June 2009 the **German-speaking Community** (DG) was the host of a working meeting of the network RML2future. The project meeting was attended by all the partners. The meeting aimed at preparing the focus area of "certification and testing of language competences" and the concrete planning of the first regional conference. Again in Eupen, the first regional conference took place in the Europe-Hall of the Ministry of the German-speaking Community from 8 till 10 February 2010. Minister Oliver Paasch, responsible for Education and Employment, emphasised the importance of minority languages in the concert of Europe. The conference "Testing and certification of language competences" was attended by 65 participants from the partner regions and from associated partner institutions.

The regional conference led to reflections in how far the procedures for certification and testing of language competences that were discussed should be developed in regard to the specific aspects of minority languages. At this moment an comprehensive evaluation of the meeting takes place with all the partners, and the results will be the basis for implementation in the field of certification and testing of language competences.

From 7-9 September 2009 **Højskolen Østersøen** organised a working meeting on the subject of adult education in Apenrade/Aabenraa. The reason for the working meeting was to become acquainted in adult education on the example of the folk high schools and the European movement of community colleges. At this moment Højskolen Østersøen prepares the second regional conference of the network, which will take place in February 2011 in the German-Danish border region. For Højskolen Østersøen the main results within the reporting period are the diverse perspectives and the learning processes initiated during the workshops as well as during visits to institutions. The target groups will gradually be introduced to concrete steps, so that slowly the possibility of a new orientation in regard to lifelong learning for adults will grow.

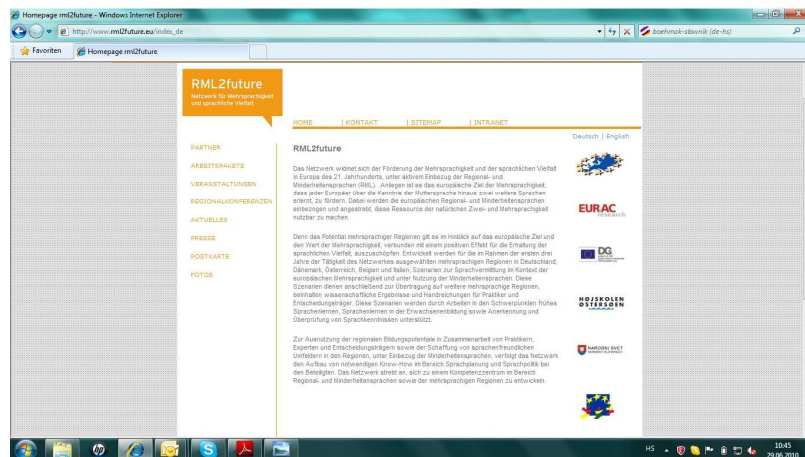
The **Council of the Carinthian Slovenes** organised a meeting about "preschool and school education" from 19-21 January 2010 in Klagenfurt/Celovec, in which the various approaches in early language learning were discussed based on the example of Carinthia and the Alpe-Adria region.

The cooperation with the organisations of the minorities and additional networks and cooperation partners in the field of multilingualism and linguistic diversity are catered for by FUEN and YEN. The establishment of contacts to further stronger European cooperation is advancing. The network is involved in the Civil Society Platform for Multilingualism.

By establishing links with other networks, **YEN** above all reached close cooperation with the Mercator-network. An agreement was reached to mutually publish results in newsletters and publications. Furthermore **YEN** works together with VoLANGteers – Learning regional languages through volunteers (<http://www.volangteer.info/>), a network offering good practice in communicating and promoting regional and minority languages in Europe.

The network **undertook extensive exploitation and dissemination activities** in combination with information and communication actions. The network always aims at targeting multilingualism and linguistic diversity in Europe as a whole and to offer its knowledge about multilingualism also beyond the network itself. Under the management of Judith Walde a professional appearance of the network was achieved by the development and implementation of an integral corporate design and by developing information, publicising and merchandising materials. The network and its aims were presented at more than 70 activities in 15 European countries. One of these was e.g. the presentation in June 2009 in Bozen/Bolzano with EU Commissioner Leonard Orban; the presentation in September 2009 at the Committee of the Regions and in the European Parliament, as well as on-site presentations in Flensburg/Flensborg, Eupen, Klagenfurt/Celovec and Aabenraa/Apenrade.

The activity of the network is presented at [www.rml2future.eu](http://www.rml2future.eu).



## 4. Partnerships

The **six partners from Germany, Denmark, Italy, the Netherlands, Austria and Belgium that work together in the network**, have their seat in selected (border-) regions in which autochthonous minorities are living and where regional or minority languages are being spoken.

In the network the partners have **different focus areas of activity and fields of competence**, which they contribute to the network and in which they specialise further. Each partner enlarges his competences and know-how, organises working meetings and a thematic conference and ensures that the activities are connected to the region. The individual competences are brought together in the overall activity of the network and applied together. In the course of the development of the network RML2future the cooperation between the six partner institutions is established and a long-term relation is aimed at.

The **selection of six very different partners (NGO, research institute, agency, establishment for adult education, youth association)** was deliberately made and depicts a very wide spectrum in the field of European multilingualism. The geographic selection took place to have an exemplary set of selected regions in neighbouring countries and to bind together both small and larger language groups.

In view of the aims of the network to work for European multilingualism and linguistic diversity and in respect to the societal challenges that have to be dealt with it is necessary that minority language communities and multilingual regions work together on the European level, that they exchange experiences and find common approaches in order to make use of the resource of natural bilingualism and multilingualism in the best possible way. The European minorities and their languages – irrespective of all the differences – have linguistic, cultural, economic and political values that must be applied in a positive manner.

In combination with the available **broad, European structures** through the umbrella organisations of FUEN and YEN, the transferability of results and the integration of the target group can be guaranteed. In this way the specific advantage of the network is used, in which the European minorities and the regional and minority languages are included in the activities of the network through the networks of FUEN and YEN. The end-users are not only permanently informed but are also part in the needs analysis and are invited to activities, in particular to the regional conferences of the network. Starting with participation later they can become involved in the activity of the network themselves.

Since it was established the network RML2future increasingly receives requests from the target group as well as from potential cooperation partners, decision makers and media.

The network at the same time also aims at establishing cooperation with other institutions, professionals and entities. This exchange causes an increase in the quality of the working steps, but also helps in publicising and disseminating the results that have been achieved.

In this regard, especially **FUEN** has already many established contacts, which it uses and extends for the network. FUEN is mainly responsible for involving the associated partners and for regularly informing the target group. FUEN is working on extending the reach of the network to European politicians and cooperation partners.

In the framework of the dissemination and publicising of the network “RML2future” **YEN** maintains regular contacts to networks and organisations like the Mercator Network, EBLUL and NPLD. YEN is also active in the European Dialogue Forum and the European Youth

Forum that is in close contact with the European Union and the Council of Europe. As a European umbrella organisation of youth associations YEN has at this moment 37 active member organisations from 20 European countries.

**EURAC** has many contacts to scholars and academic institutions and maintains intensive contact to the North Italian historical Germanic language enclaves, where the smallest of languages are being spoken. Furthermore there is a partnership with EURACjunior, through which the scenarios that have been developed can be tried out in South Tyrolean schools.

Because of the way it is working, the **German-speaking Community** has ample contacts to different parts of the population, from children in kindergartens, primary and secondary schools, teachers to institutions for vocational and adult education. It also integrates people with special needs in its work. Through the Ministry of the DG these regional actors are brought into contact with partnerships and networks on the European level.

The partners **Højskolen Østersøen** and the **Council of the Carinthian Slovenes** have contacts, cooperations and partners who are introduced to the network both from their subject-area as well as in their region (German-Danish border region and Alpe-Adria region).

<b>Organisations, institutions</b>		<b>Country</b>
1	Member organisations of YEN - youth	Europe
2	Member organisations of FUEN in Europe	Europe
3	Association of Community Colleges (ACC) - John Petersen	Denmark
4	Mercator / Mercator Network	Netherlands, Europe
5	Network to Promote Linguistic Diversity NPLD	Europe
6	EBLUL – Partnership for Diversity	Europe
7	Intergroup of the minorities in the European Parliament	Europe, EU
8	Dialog Forum Norden	German-Danish border region
9	Committee of the Regions	Europe, EU
10	Sinti and Roma Representation; Zentralrat Deutscher Sinti und Roma in Heidelberg (Central Council of German Sinti and Roma)	Germany
11	European Dialogue Forum of FUEN and YEN	Europe
12	AGDM – working group of German minorities in Europe, FUEN	German minorities in Europe
13	Working group of Slavic minorities in Europe, FUEN	Europe, Eastern Europe
14	Bretagne, DIWAN model	France
15	Civil Society Platform / Language platform EU	EU
16	Board of FUEN/board of YEN	Europe
17	Gotscheer Altsiedler Verein	Italy, Slovenia
18	AFUK (West-Frisian organisation)	Netherlands
19	European network VoLANGteers	Netherlands, Europe
20	ECMI European Centre for Minority Issues	Germany, Europe
21	Working group of private bilingual and multilingual kindergartens), Carinthia	Austria
22	Slovenian pedagogic professional association of the Carinthian Slovenes	Austria
<b>Associated partners</b>		

1	Union Generala di Ladins dla Dolomites	Italy
2	Domowina – Union of Lusatian Sorbs; WITAJ-Language Centre	Germany
3	German School and Language Association	Denmark
4	Danish School Association	Germany
5	Croatian Culture Association in Burgenland	Austria
6	Friisk Foriining / North-Frisian Association	Germany
7	Lia Rumantscha	Switzerland
<b>Individuals</b>		
1	University of Applied Languages, International business communication Munich Prof. Dr. Peter J. Weber, external evaluator	Germany
2	SUNY Distinguished Service Professor Em., Department of Linguistics; Research Center on Multilingualism, Catholic University (KUB) Brussels Wolfgang Wölck, Ph.D.	USA; Belgium
3	Member of the European Parliament: Herbert Dorfmann	Italy, Europe
4	Former member of the European Parliament: Michl Ebner	Italy
5	South Tyrolean Institute of Ethnic Groups: Prof. Dr. Christoph Pan	Italy
6	Minister for Education, Vocational Training and Employment of the German-speaking Community: Oliver Paasch	DG Belgium
7	University of Klagenfurt: Prof. Georg Gombos	Austria; Carinthia
8	Leader of the Centre for Multilingualism and Intercultural Education at University College of Teacher Education Carinthia in Klagenfurt: Ferdinand Stefan	Austria; Carinthia
9	Inspector for bilingual minority education in the Carinthian primary schools: Sabine Sandrieser	Austria; Carinthia
10	Department of Foreign Language Education of the Middle East Technical University in Ankara: Prof. Dr. Jochen Rehbein	Turkey
11	TU Dortmund University: Dr. Elmar Winters-Ohle	Germany
12	TU Dortmund University: Eva Briedigkeit	Germany
13	Unity Committee of the historic German linguistic enclaves in Italy: Luis Thomas Prader	Italy
14	Istitut Pedagogich Ladin: Dr. Theodor Rifesser	Italy
15	Office for Language minorities: Dr. Sieghard Gamper	Italy
16	Institute for Minority Rights EURAC: Dr. Günther Rautz	Italy
17	Université François Rabelais, Département SODILANG : Veronique Castellotti	France
18	EURACjunior: Dr. Uta Fritsch	Italy
19	Working group of private bilingual and multilingual kindergartens), Carinthia: Jože Blajs	Austria; Carinthia
20	WITAJ Language Centre Bautzen: Beata Brëzan	Germany; Saxony; Upper Lusatia
21	European Parliament: Herbert Dorfmann	Italy; South Tyrol
22	School for Lower Sorbian language and culture: Marja Elikowska-Winklerowa	Deutschland; Brandenburg; Lower Lusatia
23	Member of the European Parliament: Kinga Gal	Hungary, Belgium



24	Johan Häggman	Belgium; Brussels
25	Eurolang: Davyth Hicks	Belgium; Brussels
26	Saxony Education Institute: Felicitas Krahel	Germany; Saxony; Upper Lusatia
27	Youth Association RSN: Markus Lyyra	Sweden, Finnish
28	Danish School Association : Lisbet Mikkelsen-Buhl; Olaf Runz	German; Schleswig-Holstein
29	Slovenian pedagogic professional association of the Carinthian Slovenes: Lucija Ogorevc-Feinig	Austria; Carinthia
30	Ministry of the German-speaking Community (DG) Unit Pedagogies: Corina Senster	DG Belgium
31	Mercator Network: Verena Steinbrink	Netherlands, Friesland
32	Frisian pedagogue, school leader: Gerd Vahder	Germany; Nordfriesland
33	AFUK: Henk Wolf	Netherlands, Friesland

## 5. Future plans

The **future plans of the network RML2future** are mainly to implement the activity in the different focus-areas in the second half of the project and to consolidate the results in activities on-site, in the selected regions. The working packages however have been aligned in such a way that they will also continue to have effect and will be implemented beyond the project period.

The network will complete and publish guidance and compendiums on the following subjects:

- Language promotion and language planning;
- Adult education;
- School and pre-school education;
- Multilingualism and linguistic diversity (background knowledge for teachers, guidance for professionals and decision makers);
- Language certification and language competences.

**FUEN** will coordinate on-site measures and presentations where it will use the results from all the focus areas as support, advice and impulse. These actions of FUEN are based on the continued needs analysis amongst the minorities, the preparation and publication of information, the development of training and advice measures and the creation of a platform on multilingualism. FUEN will moreover ensure that the network and its activity will contribute to the realisation of a European language policy that recognised the role of regional and minority languages therein.

**EURAC** will develop a platform, which in its structure is based on the EURYDICE-platform. This platform will make it possible to compare the situation in different minority groups and make a comparison between different situations. In a next step also the working packages of the other partners will be integrated into the platform. The questionnaire-survey, accompanied by study visits, will be rolled out in all selected regions and analysed. Based on the outcomes additional learning scenarios and a module about “multilingualism” will be developed for teachers and published.

In order to present its activities and its work in the field of testing language methodologies the **German-speaking Community** will make a report and guidelines. These will include information on the main topics, limits and possibilities for international language level tests and language certification, the application of existing products, especially for minority languages and the promotion of the Europass Language Passport. The German-speaking Community will promote increased European cooperation, especially of language teachers and language establishments in minority languages.

Amongst the future plans of **Højskolen Østersøen** within the project RML2future the first and central event is organising the second regional conference in February 2011. The main subject is “Adult Education”, to be dealt with in discussions, lectures and workshops. The preliminary results and partnerships will be put in concrete terms at the latest during this conference, in order to initiate further activities and/or sustainable results following the conference.

Subjects for future work are: workshop on methodology and the principles of teaching adults, discussion on factors and obstacles for motivating adults for language learning, training to compile, design and publicise language courses in adult education and compiling and making learning material for adult education.

The **Council of the Carinthian Slovenes** will integrate its survey on the existing language education in its region and organise a third regional conference in the Alpe-Adria region in 2011. The Council of the Carinthian Slovenes will publish its recommendations in the form of guidelines and include these in a concept of support, publicising and stimulation measures.

In the summers of 2010 and 2011 **YEN** uses the results and the information, communication and promotion materials from the dissemination strategy to set up a promotion tour through selected regions and other projects of youth organisations of the minorities in several multilingual regions in Europe (see chapter 7). Youth exchange and encounters, summer camps and festivals offer a welcome opportunity to promote the subject of multilingualism and linguistic diversity as well as the acquisition of language competences (e.g. Europass). The central idea is to organise a promotion tour that visits venues all over Europe and gives information and explains people about multilingualism and linguistic diversity. In each place an activity will take place in which youth and children as well as education professionals, decision makers and media are integrated.

During the remaining project duration especially the presence in the regions is enhanced and the information and communication with newsletters, homepage and publications will continue.

An important objective of the network is to **establish a centre of competence**, which will cater for the strong demand for advice coming from multilingual regions in regard to minority languages and will offer strategic language planning for minority languages. With this an attempt is made to create an innovative instrument that supports multilingualism policy by exploitation and appreciation of the potential of minority regions and minority languages in Europe. Already in the 3-year project phase corresponding measures and advice, support and stimulation is development. The implementation of a effective contribution for the preservation of the RMLs and the exploitation of existing resources requires close cooperation of the whole network.

## 6. Contribution to EU-policies

Tied to the Lisbon Agenda to make the EU into the most competitive and dynamic knowledge-based economy in the world, multilingualism is one of the key competences, and a condition for mobility, living together and intercultural dialogue.

In the European Union about 40 million people speak a regional or minority language (RML). Apart from the 23 official working languages more than 60 autochthonous regional and minority languages in the EU contribute to its linguistic diversity.

Multilingualism and linguistic diversity are core values of the European Union. This has been enshrined in article 22 of the European Charter of Fundamental Rights. It reads: *The Union shall respect cultural, religious and linguistic diversity*. The motto of the European Union "United in diversity" reflects this multilingualism and diversity.

The aims and activities of the network RML2future contribute to the promotion of multilingualism and to the preservation of linguistic diversity.

In doing so, the network also relates for the implementation of the Lisbon Agenda to the decision of Barcelona in 2002 and the European policy of multilingualism. Accordingly the network makes an active contribution to reaching this European objective: learning two additional languages beyond one's mother tongue. Also in regard to the Lisbon key competences "communication in the mother tongue", "communication in foreign languages", "interpersonal, intercultural, social and civic competences" and "cultural expressions" the network will make an active contribution by implementing its project aims.

The network uses the resources of multilingualism that is available by nature and contributes to preserve linguistic and cultural diversity, as it strengthens the awareness for the importance of cultural and linguistic diversity in Europe. In the context of the actions of the Council of Europe in the field of regional and minority languages the network relates to existing provisions and the monitoring and reporting system of the Charter for Regional or Minority Languages in Europe as well as those of the Framework Convention for the Protection of National Minorities.

According to the EUROMOSAIC-study that was commissioned by the EU a third of the European minority languages are critically endangered, as their number of speakers is below the critical number of 300 000 speakers. As a consequence the network RML2future targets the small and smallest languages in Europe, in order to contribute to their survival as irretrievable cultural heritage of Europe. Only professional, continuous language planning will be able to ensure the survival of the regional and minority languages, many of which belong to the small and smallest languages of Europe and many of which are critically endangered.

The activity of the network was preceded by an intensive analysis of European policies (Ebner-report, Action Plan, Communication on Multilingualism), which made it possible for the network and the actors therein, to monitor the developments in the field of European language policies and to make an active contributions to the European language policies by integrating the regional and minority languages. The network RML2future works closely together with e.g. the European Parliament and the Civil Society Platform, and supports their work.

The network supports the Lisbon Agenda in the field of general and vocational education and the EU-programmes for lifelong learning. RML2future is active within the sector programmes of Comenius (school/preschool) and Grundtvig (adult education). The aims of the work in the field of adult education / of lifelong learning are in line with the main objectives of the Bologna-process, i.e. promoting mobility, international competitiveness and employability. The network furthermore works on its priorities within the fields of youth, European citizenship and media. The network acts against each form of discrimination, racism, prejudices and xenophobia.

The network supports measures taken for the mainstreaming of project results in the field of promoting language learning and linguistic diversity on all levels of formal and non-formal education, including the Europass language passport. The network supports European cooperation, in particular by the planned establishment of a European alliance of language teachers and language establishments.