

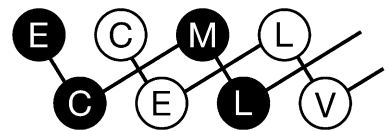
Report

WORKSHOP NO.6/98

EAST MEETS WEST: UNITY IN DIVERSITY

Graz, 23-25 April 1998

MIQUEL STRUBELL



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Report

Workshop No. 6/98

East meets West: Unity in Diversity

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*** Details of the co-ordinator's background and experience**

Miquel STRUBELL, director of the Institut de Sociolingüística Catalana, Generalitat de Catalunya (Barcelona, Catalonia, Spain), co-ordinated the Euromosaic project, a study of production and reproduction of minority language groups in the European Union, and has worked as an expert consultant with the European Commission (DGXXII), the Council of Europe and the Foundation on Inter-Ethnic Relations.

The team of co-facilitators consisted of the following three specialists:

Dónall Ó RIAGÁIN was one of the founder members of the European Bureau for Lesser-Used Languages. He was its first President (1982-84). He was a delegate on the Council of Europe's CAHLR, the ad hoc expert committee that prepared the final text of the European Charter for Regional or Minority Languages:

Guillaume SIEMIENSKI, an official of the Government of Canada, is seconded to the Foundation on Inter-Ethnic Relations, which supports the work of the OSCE High Commissioner on National Minorities: He was responsible for the finalisation and publication of the Hague Recommendations and the Oslo Recommendations, both regarding the rights of national minorities. He is active in conflict prevention and integration initiatives in Ukraine and the Baltic States.

Auke VAN DER GOOT works as a social science researcher at the Fryske Akademy in the Netherlands: His research covers bilingual education and Europe's regional or minority languages and is linked with Mercator-Education. He recently drafted the first report on the application by the Dutch government of part III of the European Charter for Regional or Minority Languages, with respect to the Frisian language in the province of Friesland.

*** Participant profile**

Participants were invited from the non-governmental/semi-governmental or the voluntary/community sector or official language boards.

The type of representative needed to correspond with our own EBLUL members as the focus of the meeting lay very much with education.

Coordinator's report

1. Introduction

The European Bureau for Lesser-Used Languages, as a non-governmental organisation financed almost totally by the European Commission, limits its membership to the minority language groups in the European Union member states. It is at the same time both keen to develop links with other European countries who are candidates to join the Union in the medium term; and aware of the existence of a wide range of situations and policies as regards minority language groups in nearly all states in Europe who have signed the Partial Agreement of the ECML, as it believes it is in everyone's interest to establish lasting relationship in a spirit of mutual cooperation and respect.

The European Centre for Modern Languages, for its part, has never to date organised a workshop on the subject of minority languages, despite the fact that many of the issues commonly dealt by the Centre are perfectly relevant to this subject.

For "East to meet West" in a spirit of mutual respect in order to discuss the general issue of minority language groups.

To facilitate the development of friendly rapports between participants of all origins, countries and fields.

To familiarise those participating in the workshop with the pan-European organisations dealing with both minority language situations and with modern languages in general.

To bring to the fore the truly multilingual and multicultural nature of Europe, not only between countries, but also within nearly all of them as well.

To discuss the main international instruments that are legally binding, and recommendations concerning their implementation, in the field of national minorities that have their own language.

To highlight the common ground in the field of language planning and policy in all their aspects, between many national languages whose demographic scale is limited (e.g. Icelandic, Maltese, Lithuanian, etc.) and many minority language groups (e.g. *regional* languages in France, Tsigane in Romania and elsewhere, national and ethnic minorities in the Russian Federation, etc.).

To identify areas of general interest and relevance where work can be planned in future, in forms to be discussed.

The approach was one of mutual respect. No single country has all the solutions to the problems. On the contrary, each particular case is unique. The philosophy has been to display an interest in all examples of good practice that the participants could bring to the fore.

The organisers also wished to involve each and every participant in an active way: all had much to describe, teach and suggest on the basis of their experience. It was hoped that they would share this approach and benefit from the climate created.

A four-fold procedure has been used, as designed from early drafts and finalised at the preparatory meeting held with co-facilitators in Sitges (Catalonia, Spain) in March 1998.

(a) Keynote papers by leading specialists in their field in plenary sessions with simultaneous

interpretation and a chance for questions and a brief debate following each paper. International instruments were to be discussed freely, and portrayed as sufficiently flexible and common-sensical for all member states that respect human rights to be able to formally endorse them and abide them.

(b) The selection of ad hoc group leaders, on site, to guide discussions on five separate topics. The selection was undertaken by asking all participants to complete a questionnaire in which the existence of interesting initiatives in particular areas, and the involvement of participants in such initiatives, allowed the workshop team to identify and invite those who seemed to be most appropriate to act as group leaders.

(c) Focussed discussions organised through small working groups, established on the basis of the working language (two in English, one in German), and guided by the ad hoc group leaders chosen above. These working groups met in parallel on five occasions to discuss each of the following topics in turn:

- i. Using lesser-used languages in mass media and communication technology;
- ii. Moving towards official recognition and use of lesser-used languages by local authorities and in public services;
- iii. Minority languages in the community: Voluntary and cultural organisations;
- iv. Developing teaching methods and materials for lesser-used languages, training teachers;
- v. Legislation and models for the education of linguistic minorities.

The group leaders had a form outlining the structure of the session and its required (written) outcome. This consisted of four separate issues:

- i. Several good examples of good practice in the chosen topic, preferably at least one from the EU and one from Central and eastern European countries.
- ii. Several good examples of useful exchanges that have already taken place, existing networks, etc.
- iii. An inventory of most commonly mentioned needs and priorities in the topic; and
- iv. Concrete proposals for working together in the future (networks, joint projects, information exchange, etc.)

d) Each of five rapporteurs then had the task of summarising and bringing together the main outcomes from the discussions of the three working groups on his or her topic.

Needless to say, it was hoped and expected that participants would also find opportunities for informal discussions and conversations during and after each session.

2. Summary of input, discussions and group work

Welcoming address by Claude KIEFFER on behalf of the European Centre for Modern Languages.

M. KIEFFER welcomed all the participants and announced that this was the largest workshop the ECML had hosted since its creation. He hoped that the work would be fruitful and enjoyable, and that avenues for further work would be found during the workshop.

He presented the Centre and explained its mission, which is extremely important in this age of increasing European integration for which the Council of Europe is especially well prepared. The continent is moving rapidly to find ways of coping with multilingual and multicultural development, both of which are essential for communication and cooperation in Europe: and this is one of the main objectives of the Centre for the immediate future. At the same time, he pointed out that many member States are perfectly familiar with multilingualism inside their borders, and that many have learned to work admirably in a bi- or multilingual context.

This is what makes this particular workshop the first of its kind to be held in the Centre.

M. Kieffer asked the participants to feel free to make use of all the resources of the Centre, and wished the participants a successful workshop.

Welcoming address by Christian BRANDT on behalf of the European Bureau for Lesser-Used Languages.

As a vice-president of the European Bureau for Lesser-Used Languages, Mr. BRANDT also welcomed the participants. He explained that the Bureau had set up a team to develop this particular workshop, and that for the first time, members of the Bureau would meet delegates from countries outside the European Union in such a gathering.

The Bureau, he explained, brings together representative organisations and persons from the dozens of autochthonous minority language groups from every member State of the European Union, and as the Union expands, so too does the geographical coverage of the Bureau.

Some such groups are originally only from one State: examples include the Welsh, the Sorbians or the Bretons. Others, like the Catalans or the Sami, have no State of their own, but live in a territory which belongs to several States. Then there are cases of language groups who migrated to their present territory many centuries ago, so that they are geographically disconnected from their original homeland. Such is the case of speakers of Croat, Catalan or Albanian in Italy. Finally, there are trans-frontier examples, where a political border does not coincide with a linguistic border: German in Italy, Belgium or France is a case, as in Danish in Germany.

However, the Bureau does not have membership from groups whose language is fully integrated into the State and does not have a "minority" status: the French Swiss or the Flemings, for instance.

Nor are people represented whose families migrated from one state or area to another relatively recently. This of course covers Algerians in France, Turks in Germany or Punjabis in the United Kingdom, among many, many examples. It might be interesting to discuss at what point in time it will be able to regard their descendants as having become "autochthonous" groups.

Finally, the Bureau is primarily concerned about people who have their own language. There are other social or ethnic groups of course whose identity is not (or not nowadays) associated with a language of their own. Such groups are not represented in the Bureau for this reason; it represents those groups for whom language is one of the main characteristics.

Mr. BRANDT hoped that all participants would read the information on the Bureau in their dossiers and would feel free to ask him or other members of the Bureau more details of its work.

2.1 Summaries of content of input sessions

Special intervention by Mr. Kim TSAGOLOV, Deputy Minister for National and Federal Relations.

Mr. TSAGOLOV asked the organisation to make available copies a report of his, *National and Ethnic Minorities in the Russian Federation*¹. He stressed that in talking about the subject we are basically concerned not about languages as such but rather about the people that speak them. Mr. TSAGOLOV explained that in the Russian Federation a clear distinction is made, on a numerical basis, between national and ethnic minorities. Though he said that the Federation did more than could be expected for nearly all its minorities, in the field of applying international standards, it had some minorities that were so small that such standards could not be reasonably expected to be applied and it was for this reason that the Federation felt that it could not sign the European Charter.

In the discussion other participants said that they were confident that a detailed study of the text would show that it is flexible and reasonable enough to be able to allow for these cases: for instance, the signatory State chooses the languages to which the Charter is to be applicable.

Keynote paper by Alex RIEMERSMA², on "*Minority Protection in Practice: Monitoring Compliance with European Standards*".

Mr. Riemersma referred to the increasing integration of Europe and to the growing awareness of the need to codify and develop minority rights. Several declarations on such rights have recently been launched: the Organisation for Security and Cooperation in Europe (OSCE) has published two sets of Recommendations (see Mr. Siemienski's papers), while two Council of Europe instruments have come into effect in 1998: the *Framework Convention for the protection of national minorities* and the *European Charter for Regional or Minority Languages*.

¹ Copies of this report can be obtained through the ECML.

² **Alex M.J. Riemersma** is a member of the Board of Directors of EBLUL, Co-director of the *Berie foar it Frysk*, the Frisian Language Board advising the Provincial Government of Fryslân on language planning; and Secretary of the Netherlands' national monitoring committee for Frisian, ex art. 7.4 of the European Charter for Regional or Minority Languages. The full text of this paper is available upon request.

Several European Parliament (EP) resolutions concern minority languages: Arfé (1981), Kuijpers (1987) and Killilea (1994). The Arfé Resolution gave rise to a special EU budget-line, thanks to which the European Bureau for Lesser-Used Languages (EBLUL) was created in 1982. EBLUL has created Europe-wide contacts between all non-state languages, thanks to six annual study visits to regions with minority languages; its newsletter 'Contact Bulletin'; and publications with background information. It has launched projects like Mercator and Euroschool, and is present at international conferences. It works closely with the EP, and has NGO status at the Council of Europe, UNESCO and the UNO (ECOSOC).

The next step in the EU will be a Legal Act for minority languages, based on article 126 of the Amsterdam Treaty, given the acceptance of the value of Europe's cultural and linguistic diversity.

The OSCE recommendations contain a summary of general linguistic rights in the field of human rights. They can be considered guidelines for states for the protection of minority language speakers.

The *Framework Convention for the protection of national minorities* of the Council of Europe (FCPNM) is a more specialised and detailed text. It has been ratified by 20 states and came into force on February 1, 1998. It covers all relevant domains and relevant elements of protection, but fails to define the term national minority and, though strong on principles, is weak on specifics. The implementation instruments are reports and an advisory committee to be established by the Committee of Ministers; but the text does not say that the reports shall be published. Some may prefer to sign and ratify the *FCPNM* and not the *European Charter for Regional or Minority Languages*.

The 1992 *Charter* came into force on March 1, 1998. Seven states have ratified it so far, and 12 more have signed it but not yet ratified it. It clearly defines regional or minority languages, includes non-territorial languages like Yiddish and Roma languages, and excludes dialects, and languages of migrants. Treaty Parties may recognise languages in part II or in parts II and III. Recognition in Part II gives official status to the language(s), but places no duties on the state government for their protection. Recognition in Part III implies an obligatory choice of at least 35 out of 97 options or measures; these are listed in 7 articles, 6 of which cover a domain (e.g. Education, Economic and social life) while one deals with cross-border contacts.

Three monitoring instruments are foreseen in the text: an international committee of experts, periodical reports drafted by the national governments, and national monitoring committees. The committee for the Frisian language was the first to be set up, and its three high-level members were appointed by the Dutch government. The *Berie foar it Frysk* acts as secretariat. Secondly, a year after ratification each state has to report on the language situation and the government policy towards the language(s) covered in Part III. Thereafter three-yearly reports are to be published by the governments. Finally, an international committee of experts appointed by the Committee of Ministers will analyse the reports by the member states, and make recommendations to the Committee.

In conclusion, Mr. Riemersma hoped that the Charter will help state governments to ensure the development of autochthonous languages in Europe.

Keynote paper by Guillaume SIEMIENSKI, on "*The Oslo Recommendations Regarding the Linguistic Rights of National Minorities: A tool of conflict prevention*"³.

The collapse of the communist bloc was not entirely free of violence; and the civil war in Yugoslavia convinced members of the international community that inter-community and inter-ethnic relations in the newly independent States of East-Central Europe and the former Soviet Union were a matter of collective security. Experience shows that a conflict between ethnic communities is more likely when a minority perceives its future as being at risk. It is up to the majority to act to accommodate the legitimate linguistic and cultural aspirations of national minorities.

The speaker said that Mr. Max VAN DER STOEL, the OSCE High Commissioner on National Minorities (HCNM), identified certain recurrent issues and themes in States in which he is involved, including the right of persons belonging to national minorities to use their language in the private and public spheres. Issues of language are sensitive to the authorities especially in a newly independent State, for they are often perceived as an attempt to undermine the majority's empowerment after a long period of repression or colonization. In order for a democratic State to accommodate the desire of such people to use their language in the public sphere, many of the State's functions and jurisdictions are affected: State radio and television broadcasting; the State may have to provide some services such as judicial proceedings in the language of the minority. But issues related to the long-term survival of their language affect persons belonging to minorities intimately, so conflicts focussing on language are a delicate matter.

Mr. Sieminski said that minority linguistic rights are protected by various standards in international human rights law. Some standards can be categorised as "hard law". Though sometimes formulated in vague terms, they are legally binding on States: they are contained in treaties and covenants such as the *International Covenant on Civil and Political Rights*. Article 27 prohibits States from denying persons belonging to minorities ... "the right, in community with the other members of their group to [...] use their own language." Article 19.2 of the Covenant guarantees freedom of expression, while article 2 prohibits discrimination on a number of grounds including language. Two important Council of Europe treaties have just entered into force: The *Framework Convention for the Protection of National Minorities* and the *European Charter for Regional or Minority Languages*.

Other standards are referred to as "soft law". Thus article 2.1 of the *UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities* refers to the right of persons belonging to linguistic minorities "... to enjoy their own culture, to profess and practice their own religion and to use their own language in private and in public, freely and without interference or any form of discrimination." The declaration is relatively specific, but it is not legally binding on States. Nor is the *Copenhagen Document* of the OSCE, which is very specific in matters related to minority rights. Both propose moral standards which the international community feels should be the norm. They have an important role to play as values

³ **Guillaume SIEMIENSKI** is an official of the federal Canadian Government, specialised in minority issues. He is currently seconded to the Foundation on Inter-Ethnic Relations, where he works closely with the High Commissioner on National Minorities of the Organisation for Security and Co-operation in Europe. The full text of this paper is available upon request.

to be promoted in the relations between the State and its citizenry and OSCE-participating States have made political commitments to uphold these standards.

The somewhat vague formulation of these standards can make it easier for States to restrict minority language rights, so the HCNM asked the Foundation on Inter-Ethnic Relations⁴ to bring together experts to develop a set of guidelines to which he could refer when dealing with these sensitive issues. These guidelines are not new standards: they are just an expert interpretation of existing standards, which could serve to facilitate the development of appropriate policies.

Mr. Siemienski pointed out that the Oslo Recommendations are based on five fundamental considerations. (1) All OSCE States are party to the UN international human rights instruments, and most are also party to those of the Council of Europe; (2) The right to equality and freedom from discrimination as well as the concept of innate dignity presuppose the state's respect of the individual, of his identity and of his language; (3) Freedom of expression as proposed by the international standards guarantees the right to express ideas in the language of one's choice; (4) Freedom of assembly is not only to be tolerated but actually encouraged; and (5) The active participation of persons belonging to national minorities in the life of their State, especially in matters affecting them directly, is to be considered by the authorities as a positive element.

The 21 Oslo Recommendations relate to the following nine areas: Names; Religion; Community Life and NGOs; the Media; Economic Life; Administrative Authorities and Public Services; Independent National Institutions; Judicial Authorities; and Deprivation of Liberty.

Mr. Siemienski asked participants to keep in mind that they are not new legal standards: they attempt to give coherence and clarity to existing standards. The Explanatory Note provides the background and rationale for the recommendations and is an inseparable part of the Recommendations. The Oslo Recommendations are not the final word on the topic of the linguistic rights of national minorities: one could easily identify additional categories and widen the scope of the recommendations, but the issue of minority languages and the State's obligations in this regard is sensitive enough as it is. Yet if the Oslo Recommendations were implemented in good faith in their present form, the OSCE region would be both more stable and secure and the probability of inter-ethnic would decline significantly.

⁴ Address: Foundation on Inter-Ethnic Relations, Prinsessegracht 22, 2514 AP The Hague, The Netherlands; T: +31 (0)70 363 6033; F: +31 (0)70 346 5213; e-mail address: fier@euronet.nl.

Keynote paper by Dónall Ó RIAGÁIN, on "*International legal instruments and the education of national minorities*"⁵.

Mr. Ó RIAGÁIN began by pointing out that according to the Euromosaic Report (Nelde, Strubell & Williams 1996) the languages of nearly half of the minority language groups in the European Union receive little or no attention at all in schools. It also showed that the prestige of language in the labour market, as an element of social advancement, is closely related to its place in schools. So it is not surprising that those working for the development of such languages regard education as critical.

Mr. Ó Riagáin cited some of the main United Nations instruments relating to a greater or lesser degree to the issues of national minorities and minority languages: the *Universal Declaration of Human Rights* (1948); the *International Covenant on Civil and Political Rights* (1976); the *Convention on the Rights of the Child* (1989); and the *Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities* (1992).

The European Union did not, until the Maastricht Treaty in 1992, have any power in the field of education. This is established in article 126, while culture is covered in article 128. More specifically as regards linguistic minorities, the European Parliament has over the years adopted a number of resolutions, principally those drafted by ARFÉ (1981), KUIJPERS (1987) and KILLILEA (1994).

The Council of Europe, for its part, has two important instruments: the *Framework Convention for the Protection of National Minorities* (1995), which has been ratified by enough States to have come into effect in February 1998, while the *European Charter for Regional or Minority Languages* (1992) - which offers a range of options to States - and which followed the same course and came into force in March 1998. This fact was celebrated in Strasbourg at the end of the same month with a Conference where a need for a pragmatic approach to the implementation of the Charter was stressed.

Mr. Ó Riagáin identified four recurrent themes in these instruments: that children of whatever linguistic background should enjoy equal educational rights; the right for a language to be taught and, in certain instances, for this language to be used as a medium of instruction; the duty of the authorities to provide for the education of members of a linguistic minority; and that such educational provision should be sensitive to demand.

He gave examples where the sharing of scarce resources and staff can lead to excellent results, in the fields of publishing, teaching, etc. The biennial gathering of children from schools in many countries, *Euroschool*, is another valuable experience which will soon celebrate its tenth anniversary. In short, he encouraged participants to share imaginative solutions to shared problems.

⁵ Dónall Ó RIAGÁIN, after a long career with the Irish civil service in the Irish language field, was the founding President of the European Bureau for Lesser-Used Languages, of which he has been Secretary-General for many years. The full text of this paper is available upon request.

Keynote paper by Guillaume SIEMIENSKI, on "Education, Language and Identity: The Hague Recommendations Regarding the Education Rights of National Minorities"⁶.

The Universal Declaration of Human Rights (United Nations 1948) is the first attempt to protect the innate dignity of every human being in a context of personal freedom and equality. Equality and freedom are impossible in a situation where there is discrimination, systematic marginalisation or the absence of basic living conditions. Thus all people, regardless of their origins and differences, have to be given equal opportunities. To achieve this, a set of international instruments touch upon the rights of persons belonging to national, or ethnic, religious and linguistic minorities: in the context of the United Nations, the 1965 *International Convention on the Elimination of All Forms of Racial Discrimination* is a central document, as is the 1992 *Declaration on the Rights of Persons Belonging to National, or Ethnic, Religious and Linguistic Minorities*; and there are also relevant articles in the 1966 *International Covenant on Civil and Political Rights* and in the 1989 *Convention on the Rights of the Child*. The Council of Europe has generated both the *European Charter for Regional or Minority Languages* (1992⁷) and the *Framework Convention on the Rights of National Minorities* (1995⁸). Finally, the so-called *Copenhagen Document* (1990⁹) of the *Organisation for Security and Cooperation in Europe* (OSCE) is particularly relevant.

These instruments give rise to the right of such people to an education which is sensitive to their cultural needs and values, and provides for an adequate place for their language. Language is an essential tool of self-identification, and any attempt to deprive them of the opportunity of transmitting language may give rise to strong reactions and potential conflict. This realisation led the OSCE High Commissioner on National Minorities to call upon the Foundation on Inter-Ethnic Relations to draw up some policy guidelines concerning the educational rights of national minorities. Some international instruments are so open-ended in their formulation that they can be interpreted in extreme diverse ways, so guidelines were felt to be needed.

The Hague Recommendations that ensued are balanced: they promote integration of minorities so that they attain equality and freedom. This is an obligation of the State. They are based on equality and non-discrimination, including proactive measures on the part of the State wherever these are necessary to ensure equal rights in practice. They encourage decentralisation so that parents can participate actively in developing educational policies. These must be able to extend to their having the right to establish private schools. In addition, all schools have to facilitate integration by promoting a tolerant attitude towards cultural diversity.

Finally, multilingual solutions are proposed for the curriculum in primary and secondary schools, whereby the child's own language establishes itself firmly and the official language of the State is also taught, so that in this age of increasing social mobility, job-seekers can cope linguistically in

⁶ The full text of this paper is available upon request.

⁷ The text can be obtained on the Internet, at the following address: <http://www.coe.fr/eng/legaltxt/148e.htm>.

⁸ The text can be obtained on the Internet, at the following address: <http://www.coe.fr/eng/legaltxt/157e.htm>.

⁹ The text can be obtained on the Internet at the following address: <http://www.oscepag.cz/docs/finaldoc/english/cope90e.zip>.

a variety of situations.

In conclusion, the keynote speaker insisted that processes must be open, inclusive and respectful of rights, especially in the field of education. In short, The Hague Recommendations are a tool to assist States in dealing with the citizen as a human being.

In the discussion after this paper, Mr. ARQUINT said that the enormous differences between minorities lead either to *à la carte* solutions, or else to very vague formulations in international instruments. He called for educational provision to be provided not from above as an imposition but rather in cooperation with the minorities themselves. He stressed the need for majority pupils to be educated so that their awareness and tolerance of multilingual reality is raised.

Mr. Siemienski reminded participants that rights in international instruments are focussed on the individual - often as a member of the community - and not on the community itself.

Keynote paper by Auke VAN DER GOOT, on "*European Models of Bilingual Education and the Work of the Ljouwert Mercator-Education centre*"¹⁰.

Mr. VAN DER GOOT started by saying that the question of language diversity is not only central to Europe as a whole, but also to many European countries as well. It has often been stated that Europe's cultural and linguistic diversity should be respected and that the multilingualism of Europe is an essential feature of its culture and civilization. Moreover, the Council of Europe adopted two legal instruments aimed at protecting and encouraging the use of regional or minority languages: the 1992 *European Charter for Regional or Minority Languages* and the 1995 *Framework Convention for the Protection of National Minorities*. Both European conventions entered into force early in 1998. Most countries in east and west have in common a great degree of linguistic heterogeneity. The way these languages are protected and supported by the individual state governments differs widely, more or less as a result of the very great variety of language situations. The education systems in the officially recognised bilingual regions such as Catalonia, Friesland and South Tyrol, to mention a few examples in Western Europe, face the challenge of dealing with pupils from different language backgrounds. The practical solutions as to how this heterogeneity is coped with varies. Mr. van der Goot mentioned Catalonia, Friesland and South Tyrol as three interesting and different cases.

Catalonia is an autonomous region which has direct responsibility for education. In 1983 a new language act adopted by the regional government, declared as its educational aim that all pupils, including Spanish-only speakers, should achieve fluency in both official languages at school. Among the organisational aspects concerning the language of education that are dealt with in the law, some observations are to be made. First, the 1983 law prohibits separation of children of different language backgrounds into different schools for linguistic reasons, thus pursuing integration between children of different language backgrounds. Second, Catalan proceeding towards being the normal medium of instruction, the law explicitly grants the right to children of

¹⁰ **Auke VAN DER GOOT** is responsible for the Ljouwert Mercator-Education centre. He was previously in charge of the Brussels Information Centre of EBLUL. The full text of this paper is available upon request.

Spanish-language background to receive their early instruction in their usual or home language. The schools are responsible for safeguarding this right when the children's parents or guardians request so.

Friesland is quite a different case. The provincial government of Friesland has hardly any competence as to education. Central state government is responsible for educational legislation and funding. A new central government regulation of 1993 stipulates the aim of achieving bilingualism and biliteracy for all pupils at the end of primary school. In Friesland schools with varying degrees of Frisian-medium and Dutch-medium instruction co-exist. The medium of instruction is strongly correlated to the language background of the pupils. Particularly, in rural, mainly Frisian-speaking areas, several schools use Frisian as a medium of instruction during part of the curriculum. In schools with a more mixed language background the use of Frisian is more limited. In the towns with a majority of Dutch-speaking pupils the use of Frisian is limited to one hour weekly. Thus, in Friesland, the home language of the pupils is an important determinant of the use of Frisian as a medium of instruction in the schools. In Friesland separation of children of different language background into different schools for linguistic reasons is not prohibited by law.

In the autonomous province of South Tyrol (Italy) there is a very different set-up, for German-speaking pupils to go to a German-language school, whereas Italian-speaking pupils go to an Italian one. This leads to separation of pupils according to their home language background, as the child's home language determines which school it will attend. Thus, parents cannot opt for the school of their own preference. It should be noted, however, that in German-language schools Italian is taught as well, whereas for Italian pupils in the Italian-speaking schools German is taught as a subject.

Europe has a range of models of bilingual education to cater for linguistic diversity, as illustrated by the small selection presented above. The dilemma of heterogeneity in language background among pupils is approached in highly different ways in the respective regions. The specific historical and/or linguistic situation plays an important role in the preferred approach. What insights could be gained from these examples? Could one model be "better" than another? Should regions adapt their educational policy to the "better" models? This would be too simple an approach. The purpose of comparative education is not to resolve one set of problems by seeking solutions in other contexts and situations. It is more interesting and fruitful to conclude by reflecting upon the model in its own context and the general principles it exemplifies, as shown in a study on German-minority schools in Denmark (Byram 1993).

Mr. van der Goot described the work of the Mercator-Education, which is hosted by the *Fryske Akademy* in Ljouwert (Friesland, the Netherlands). Mercator-Education gathers information on the use and teaching of regional or minority languages in the member States of the European Union. It publishes reports, and organises conferences and seminars on the subject. It is linked to two other Mercator centres, one in Barcelona (Catalonia) on language legislation and the other in Aberystwyth (Wales, United Kingdom) on language in the mass media. The Mercator network is financially supported by the European Commission (DG XXII), which also performs the overall coordination between the three centres.

In the discussion after this paper, Mr. Y. PEETERS (Belgium) suggested that only in Brussels and in South Tyrol is the legal situation of both languages in contact identical.

Keynote paper by Miquel STRUBELL, on "*The Role of Education in Language Reproduction and Production: The Euromosaic Report*"¹¹.

The Euromosaic Report¹² is the result of a project commissioned by DGXXII (Education, Training and Youth) in Brussels, consisting of a thorough analysis of the present situation of over 45 minority language communities in the European Union. The theoretical standpoint was that there has been a dominant discourse in much of western Europe (at least) for several centuries, built into the nation-integrating efforts of regimes. This discourse has made speakers of the dominant state language appear to be the only possible bearers of rationality and civilisation; while speakers of other languages in each state have found themselves marginalised into roles which define them as different at best and deviant at worst: carriers of inoffensive "ethnic traditions", as if the dominant groups have no traditions of their own!

In this framework, a model was developed, based on the influence that economic issues have on these linguistic groups. Such influence is basically on the labour market: to what extent are capital investments creating sufficient employment for local job-seekers, and in this context, to what extent do families regard proficiency in the language as essential or useful for their children's social and professional advancement. There are many examples of linguistic communities, many of which are in geographically peripheral areas, being severely affected by economic factors: the failure of staple crops in agriculture, the development of large-scale industrial, mining or tourist industries in the area, etc.

The authors feel strongly that it is more proper to talk about linguistic communities - as social groups - than about languages themselves, for this allows the model to develop out of well-developed disciplines such as sociology and anthropology. The study which included a great deal of intercommunication with specialists on each particular case, and the amending of successive draft reports, as well as eight language use field surveys on samples of 300 speakers of selected languages. Each individual report was scored on a five-point scale from 0 to 4, on seven different variables deriving from the model:

family: the extent to which families are endogamous (both parents are from the same linguistic background) and use the language with their children.

education: the extent to which the language is present as a subject and medium of instruction in education at different levels.

community: the extent to which the language is present and permeates social activities in the immediate social environment.

cultural reproduction: the existence of and access to mass media in the language.

prestige: the value of the language in the labour market and social advancement.

¹¹ **Miquel STRUBELL** is director of the Institute of Catalan Sociolinguistics of the government of Catalonia (Spain). He is currently President of the European Centre for Traditional and Regional Cultures (Llangollen, Wales, UK). The full text of this paper is available upon request.

¹² The full reference can be found in section 4.3.

legitimation: the existence of a legal framework which attaches formal recognition to the language, and official bodies to promote it.

institutionalisation: the degree to which the (public) use of the language is regarded as unmarked and taken for granted.

Each of forty-seven groups was scored on these seven variables and the values added to give an overall total for it. Then they were placed on a graph, ordered by the total value. They fell into five groups. While there were some groups whose scores were very high (which did not, Mr. Strubell underlined, mean that they had no problems), participants saw that many groups scored very low: and the future of such groups is definitely bleak. Indeed, Mr. Strubell pointed out that in preparing many reports the authors found that there had been a generational break within this century, at which time young parents started passing the state language to their children. In a few groups, this trend has been countered in the following generation thanks to the introduction, and therefore production, of the language in schools.

Mr. Strubell then put to the test the relationship between the scores for education (the extent to which the language is present as a subject and medium of instruction in education at different levels) and prestige (the value of the language in the labour market and social advancement). Two exceptions were noted: Turkish in Greece, which scored high on education, thanks to an international treaty, though the score for prestige was very low; and German in France, which scored highly on prestige because many Alsatian workers are employed across the river in Germany, and many Alsace shopkeepers have customers from Germany; whereas the score in education was low.

He noted a widespread call for European assistance from the linguistic groups themselves, in order to prevent European integration from driving such groups into non-existence by being fully absorbed into "mainstream" linguistic cultures.

Finally he explained that a further set of reports is being prepared for minority language groups in the three states which joined the European Union in 1996: Austria, Sweden and Finland; and there are plans to make all the language group reports available through the Internet in the near future.

Keynote paper by Bojan BREZIGAR on "The European Bureau for Lesser-Used Languages: Its aims, objectives and work"¹³.

In Europe, minority or lesser-used language issues are often associated with political tensions or conflicts, especially since the fall of the Berlin wall. Only since 1990 have most European institutions placed the issue on their agenda. The OSCE's Copenhagen declaration, which includes minorities, dates from this year. The Council of Europe's first document - *the European Charter on Regional and Minority languages* - was in 1993, followed in 1995 by the *Framework convention for the protection of national minorities*. In 1992, the United Nations adopted its first declaration on linguistic minorities. In these organisations the fear of tensions and conflicts prevails over the cultural aspect. Conflicts in several regions were the main reason why these documents were approved. Ethnicity and nationalism rather than language were the main issues raised. But the resolution of political aspects will not make linguistic problems disappear.

There is also the cultural branch of the problem: languages are very important in maintaining the cultural heritage of a multicultural and multilingual Europe. This issue, raised in the 70s, became very important in the 80s. In the late 70s people realised that globalisation and cultural standardisation threatened European culture. A discussion began on how to promote and safeguard our languages: Europe could maintain its culture only if it kept the whole mosaic of its diversity. The resolutions adopted by the European Parliament since 1981 promote and safeguard languages as part of our common heritage, without referring to the political aspect of the presence of a linguistic minority in a specific area.

The European Bureau for Lesser Used Languages devotes itself to affirming the cultural and linguistic diversity of Europe and to developing policies to help communities to strengthen their languages. Its role is not a temporary one related to specific political aspects. Promoting and safeguarding the languages will always be important: languages are part of day-to-day life, they change and they develop, as does the environment where they are spoken. The Bureau has been implementing this task since 1984, when minority languages were a taboo theme in most European countries. Fifteen years later, only one EU member State still does not recognise minority languages at all: Greece. All others accept the discussion about minimum standards for minority language speakers, thanks to the increasing awareness of the importance of this issue at the European level. The Bureau has played an important role in achieving this awareness.

Mr. Brezigar then outlined some of the Bureau's main projects.

a. **Connecting people.** EBLUL gives representatives of communities the chance to meet and to exchange experience. Though there is no universal model for all communities, people can learn much from others who share similar problems. 20 years ago people did not know each other, they had no contacts and the few existing organisations could not bring communities together to discuss common problems. The need for such an organisation is especially clear, in Mr. Brezigar's view, in the context of an enlarged EU. At present, in the 15 EU Member States there are about 45 minority language communities. Estonia, Poland, the Czech Republic, Hungary, Slovenia and Cyprus have about 40. About most of them the Bureau has little information, so as

¹³ **Bojan BREZIGAR** is currently President of the European Bureau for Lesser-Used Languages. A former member of Parliament in Friuli-Venezia Giulia, he is director of a Slovene-language newspaper. The full text of this paper is available upon request.

the integration of central and eastern Europe into the EU advances, connecting people and exchanging information and experience will remain an important task.

Many regions have policies in favour of minority languages and some have official language agencies. The Bureau hopes to promote the meeting of these bodies, proposing to them that they develop common policies to be presented to the European institutions, and also that they advise the Bureau so as to strengthen co-operation. Associate membership, open to Regions and other public bodies, is a new project which will be discussed next spring at a large European conference to be held in Ireland.

b. **Serving communities.** Most communities are small and are far from the European institutions. EBLUL offers them information about the possibilities the European Commission and other institutions offer to lesser-used languages. The communities need to be increasingly linked to the decision-makers in Europe. Dozens of EU programmes could be used for projects related to minority languages. A central office is needed in Brussels, which will be able to give advice and to help the communities, especially the small ones which cannot afford direct and continuous contact with the European institutions.

c. **Lobbying.** As an NGO with observer status at the UN ECOSOC, the UNESCO and the Council of Europe, EBLUL continuously lobbies at the European level to improve international protection for lesser-used languages. Much has still to be achieved at the European level, though we now have important international instruments. These documents do not give linguistic rights unless they are properly implemented. Their monitoring will be a priority task of the Bureau. This will not be done against the States: EBLUL is convinced that the States who adopt and ratify the documents accept the importance of protecting these languages. But sometimes it is hard to translate this political will, and EBLUL offers to co-operate so as to achieve the highest level of protection for each community.

d. **Informing the majorities.** EBLUL has a Brussels Information Centre with ample documentation on lesser-used languages. Press releases, cultural presentations and publications integrate these activities. Information regarding minority languages is often "negative": it views them as conflicts or problems. The Bureau is now working on a news agency which will give correct information about problems and difficulties as well as about EBLUL's role in maintaining Europe's cultural heritage and in contributing to the peace process in Europe. Only by doing so can communities change the public's perception that they are a problem for States and for Europe.

The Bureau cannot produce a general policy for protecting and developing languages. It can only help the communities to do so. It listens to people and their needs and tries to transmit these needs to the European institutions. The programmes being developed are related to the tasks the communities have given the Bureau. Mr. Brezigar ended by hoping that with the help of all communities the Bureau will be able to fulfil its tasks successfully and ensure that the needs of the communities receive practical attention.

Following the discussion after this paper, Mr. ARQUINT made a short presentation of the work of the *Union fédérale des communautés ethniques de l'Europe* (UFCE/FUEN), to which 44 organisations and 40 associates belong. It is not limited to the European Union countries, and it favours a democratic dialogue between States and the minorities.

2.2 Summaries of content of Group sessions

Group sessions. Five such sessions were scheduled in the workshop, and took place for 60-90 minute periods.

Prior to these sessions, a first "group activity" allowed for a self-presentation by each of the participants. The first part of the activity was a written questionnaire which they had to answer, and the second half consisted of a short oral presentation, in German or English, by each of them.

On the basis of their language proficiency, and also on their answers to the questionnaire (see section 4.1), the participants were allotted to one of three rooms for the discussions. In addition, the organisers identified twenty participants who had sufficient direct experience in one of the five topics so that the three groups had a leader for each of the five topics, and each topic had a rapporteur.

The discussions took place in three adjacent rooms, specially named for the occasion "Aristotle", "Cicero" and "Plato". Participants were placed in the Plato room on the basis of their proficiency in German. The remaining participants were placed in one of the other two rooms.

The task was based on four issues defined on a form (see section 4.1), so as to identify examples of good practice in the field of minority language planning in the relevant topic; to find good examples of exchanges, joint projects and/or networks, to identify the most commonly encountered problems, to suggest ways of working together in the future. The group leaders took notes on the discussions relating to these four issues, before meeting with the topic rapporteur to prepare the overall topic report, following the same structure, and which was to be presented on the last day. The input in this session thus came from all the participants themselves.

The five working group sessions were as follows:

A: Using lesser-used languages in mass media and communication technology.

B: Moving towards official recognition and use of lesser-used languages by local authorities and in public services.

C: Minority languages in the community: Voluntary and cultural organisations.

D: Developing teaching methods and materials for lesser-used languages, training teachers

E: Legislation and models for the education of linguistic minorities.

As expected - given their background and specialisation - a majority of participants claimed greater familiarity with the two areas directly related to education: D and E.

The outcomes of the discussions are in the next section.

Working group session A: *Using lesser-used languages in mass media and communication technology*. Rapporteur: Mr. Christian BRANDT (Finland); Group leaders: Mr. Joseph ZAMMITT CIANTAR (Malta), Mr. Ari KRISTINSSON (Iceland), Mr. Hubert MIKEL (Austria)

In this part of the report a summary of the document prepared on this topic is presented. The document itself is in an appendix.

I and II - Examples of good practice and examples of networks.

Information was given on 17 States, of which all but two have autochthonous minority language groups.

The existence of newspapers in minority languages was mentioned in Albania, Armenia, Bulgaria, Latvia, Lithuania, Romania, Slovenia and Ukraine, among others. There are radio stations for minority languages in Albania, Armenia, Azerbaijan, France, Ireland, Latvia, Lithuania, Norway, Romania, and Ukraine, among others. There are TV stations in minority languages in Ireland, Latvia and Romania, among others. In many cases, TV stations can be picked up from a neighbouring country: especially in Russian, but also in Italian, Catalan, Basque.

III - Main problems for minority media

- a. There are not often enough frequencies for TV in minority languages
- b. Some languages have alphabet problems
- c. Many have economic problems
- d. Some have a scattered population over a large area, which it is hard for media to cover.

IV - Working together in the Future

Participants agreed that there is a great need for a news agency for minority language groups in Europe.

For future projects, in which the discussion would gravitate around specific case studies, the following possible issues were raised:

- Financing - including through public subsidies - local radio broadcasting in the language of a minority
- The presence of the language of minorities in programmes made for the majority
- The reception of TV programmes from neighbouring countries using the minority's language (though participants made it clear that such programmes are no substitute for programmes made by minority language group itself)
- The presence in majority-language newspapers of sections or articles using a minority language
- The building of networks of ethnic minority programmes
- The participation of members of a minority language group in the management of media in the majority language

- Ways of using the media to improve the perceived status of "unpopular" national and linguistic minorities.

In presenting the document, Mr. BRANDT underlined the growing importance of mass media as the developed world moves into the "information society". Since social reality is increasingly dependent on a social group having adequate coverage in the media, for national and linguistic minorities such a presence is of vital significance.

Working group session B: *Moving towards official recognition and use of lesser-used languages by local authorities and in public services.* Rapporteur: Dónall Ó RIAGÁIN (Ireland). Group leaders: Nils JERNSELETTEN (Norway), Mirko KORMAN (Slovenia), Koloman BRENNER (Hungary)

I - Examples of Good Practice

A number of examples of good practice were identified in seven States. The Swiss constitution recognises Rhaeto-Romance as a national language and as a working language in those cantons where it is used as a community language. In Belgium the territorial principle is applied (except in Brussels, which is officially bilingual). The Hungarian law on minorities recognises the right of any person to use his/her own tongue with public authorities. This does not always work out, as some public officials may not know the minority language. In the Czech Republic and in Croatia similar provisions seem to work better as the linguistic minorities live in more concentrated areas. Educational diplomas are bilingual in bilingual areas in Croatia. Since 1990 there have been legal provisions in the Sami area in Norway which provide for the use of Sami in contacts with local authorities and the church in six municipalities. Local authorities had programmes to teach the writing of Sami to Sami-speakers and basic Sami to Norwegian public officials.

In Friesland (Netherlands) a law was enacted in 1995 regulating and officially permitting the use of Frisian in local government. It is up to local authorities to prepare byelaws on the use of Frisian in those domains in which they have competence. A candidate standing in local elections may have all personal data on the ballot paper in Frisian if he/she so wishes. Either Frisian or Dutch may be used at council meetings and the relevant part of the minutes will be written in whichever language was used. Central government ministries may make legal provision to use Frisian in those competencies which they exercise in the Province of Friesland (Fryslan). Birth/marriage/death certificates may be issued in Frisian.

In Slovenia, bilingualism in mixed areas is a principle. Two seats (one each) are reserved in the national parliament for representatives of the Hungarian- and Italian-speaking minorities. Likewise seats are reserved on some local authorities for representatives of minorities. Public servants dealing with members of minorities are expected to be bilingual. All public forms, etc. are available in both languages, as are street names.

II - Examples of networks and useful exchanges

Some felt that networks were useful only at European level. Among the Sami, cooperation at Nordic level was given as an example of useful trans-frontier cooperation. Facilitating an exchange of information was seen as being very important. The Bureau and the Mercator centres should have a role in this work.

III - Problems

It was felt that all too often there was a gap between theory and practice. In short, even when there was reasonably good legal provision for the use of lesser-used languages with public authorities there was often a failure to deliver the services in the minority language because of the lack of clear direction, lack of ability in the lesser-used language on the part of the public officials or an absence of commitment on their part. "Those with the power do not understand our needs and those with needs do not have the power".

All place names should be bilingual in traditionally bilingual areas.

There are problems in using the proper forms of family and first names in some countries.

It was agreed that public forms, etc. should be bilingual in bilingual areas rather than have two monolingual versions of each document. Other solutions might be needed in other situations.

It was recognised that in the case of some republics of the former Soviet Union a former linguistic majority sometimes finds itself in a minority position and vice-versa. While every effort should be made to vindicate the linguistic rights of the erstwhile minority *and favour integration of minorities*, nothing should be done to deprive the erstwhile majority of their rights. Rather the changed situation should be regarded as being an opportunity for a new beginning.

IV - Working together in the Future

Carefully planned conferences could be very useful as fora for sharing information and experiences. They should not be limited to officials and academics but should be open to promoters of lesser-used languages on the ground. Each conference should deal with a specific topic and should have a clear objective. The conferences should reflect a progression of development and should not be repetitive.

In presenting the document, Mr. Ó RIAGÁIN stressed the importance of seeking to involve representatives from local authorities to such events.

Working group session C: *Minority languages in the community: Voluntary and cultural organisations.* Rapporteur: Peadar Ó FLATHARTA (Ireland). Group leaders: Ian POPKEMA (Netherlands), Letitia MARK (Romania), Tomasz WICHERKIEWICZ.

The discussion on this topic was very rich although we clearly lacked framework and typologies that we could have used to structure our discussion and make comparative analysis.

I - Examples of good practice

We discussed and found many examples of good practice among all the participants and we heard of the central role these organisations play in their countries and we discussed examples from Ireland, Rumania, Latvia, Bulgaria, Poland - indeed it was agreed that this type of organisation is most common all across Europe dealing with theatre, folk, culture, festivals, women's issues, pre-school education, etc.. It was also clear, however, that in some of the countries these organisations are the driving force for language development while in other countries they play a secondary role to governmental organisations.

It was felt that these organisations are very important because they can be the first step in

democracy, they can be independent, they produce great results with few resources and they contain people who are very committed to the languages and to their culture. The role of the church was discussed and it was felt that in general the influence of the church at local level was positive while a more negative influence might come from the National Church.

II - Examples of networks and useful exchanges

Different levels of Networks were discussed. The first level might be at the level of "roof" organisation or "umbrella" organisation which would include all associated organisations

For example: *Domowina*, the roof organisation of Sorbians in Germany and *Comhdháil Náisiánta na Gaeilge* in Ireland which is an assembly of national language and cultural organisations. There are some networks that include organisations at a Pan European level for example: EBLUL and FUEN.

III - Problems

The main problem facing these organisations is the lack of recognition given to them and their work at national and European level. This results in lack of finance and lack of publicity. It was felt that although there are many of these organisations in Europe there is no proper research and no details or facts collected about these organisations. Finance is a problem and these organisations are supported by embassies, foundations or the local council and sometimes support can be had from the motherland. It was felt that finance was a greater problem in the more centralised states and that decentralising of finance might prove beneficial. The lack of resources and of recognition also lead to poor training of staff and volunteers. It was also felt that voluntary organisations are not given an equal role and are not afforded enough opportunity to be involved in a sharing form of democracy. The cooperation between the voluntary sector and the governmental agencies is of great importance and this cooperation should be encouraged and managed in a proactive way and in the spirit of equality. If this is not done there can be a lot of tension between the government organisation and even between voluntary organisations.

IV - Working together in the Future

The members of the group felt that there was great scope for cooperation and working together at this level and that specific programmes of the European Union and Council of Europe should be targeted at this area. It was essential that there should be a database of the organisations of this type and it was our main recommendation that comparative research should be carried out in this domain to determine the extent of the scope and work of these organisations and to encourage further developments and cooperation.

In presenting the document, Mr. Ó FLATHARTA underlined the difficulty encountered in defining such organisations, and the need for a database to facilitate joint projects and communication.

Working group session D: *Developing teaching methods and materials for lesser-used languages, training teachers.* Rapporteur: Alex RIEMERSMA (Netherlands). Group leaders: Mr. Edourad SELIAN (Romania), Mr. Jean SALLES-LOUSTAU (France), Mr. Franz-Xavier GOOP (Liechtenstein)

I - Examples of good practice

Members of several minority language groups play an active part in the elaboration of curricula,

syllabuses, textbooks, etc. which are developed under the authority of national or regional governments, as is the case in, for example, Hungary, Switzerland and Austria.

Although in apparent contradiction with the previous paragraph, good cooperation exists in several cases between minority groups in one country and the countries where their languages are the dominant ones. This co-operation might be made concrete in the field of the transfer of textbooks, teacher training and continued education. In some cases it is inevitable to send students for their teacher training to the neighbouring country where the language is the dominant one; however, it is far more advisable to establish teacher training within the language area itself.

In Hungary, and elsewhere, the study of minority languages, that is, transfrontier languages, at university level covers various fields of interest related to the autochthonous minority group within that state, and refers not only to the neighbouring country.

In Hungary, for instance, a new certificate is being introduced for the teaching of minority-related issues, not only for the student's own language group, but also for other minority languages.

A pragmatic approach, which is especially appropriate for small languages, involves the concise understanding of the possible need to limit the scope of minority language education. However, even for small language groups, a modest, but creative and efficient way of teaching and acculturation can be effective. The motto is: do less, but do it well!

There are numerous private initiatives in the field of minority language education; some of them get official support, but quite often they do not get any official or financial support. An example is that of the Roma in Austria.

One extraordinarily good example of multilingual education is the Moscow school number 1650. This primary and secondary school caters for 17 nationalities. Basically, in the curriculum four languages are taught during all school years: Russian, one or two foreign languages and one or two regional languages. This school receives the attention of UNESCO and the Council of Europe as well, because of its benefits.

II - Examples of networks and useful exchanges

A very good example of multilingual and multicultural schooling is the RAINBOW school in Latvia, *Kraslava Varavikšnes*, whose students having been taking part in numerous projects within the framework of the UNESCO Association of schools of UNESCO, since 1995. This school has developed a model of teaching in which seven languages are taught and two - Russian and Latvian - are used as a medium of instruction. The school provides a lot of extra-curricular activities in the field of drama, music and other cultural events. Its school has a good and well-developed approach for the prevention of discrimination and aggressiveness: it produces very encouraging results in creating more tolerance and mutual understanding among young people. As a good example of openness towards other cultures and languages, this school has exchange programmes with Sweden, Finland and Denmark. Moreover, the RAINBOW school participate in the American Field Service programme: students exchange from Australia, USA, Venezuela, UK, Belgium, Thailand.

It would be profitable to have an exchange programme with the Moscow school number 1650 as well.

III - Main problems

Many smaller minority language groups do not have the minimum requirements for minority education: they lack qualified teachers, adequate textbooks and set goals in the curriculum.

Very often there is a shortage of resources, as well as a lack of political and administrative determination to implement adequate tools to ensure efficient and effective teaching.

Textbooks, and thus methods, are often soon out-dated, at least compared with textbooks in the dominant language. This is not only bad for the teaching methods as such, but also for the prestige of the regional or minority language.

Textbooks which are imported from the neighbouring country where the language is the dominant one often do not coincide with the curriculum. The contents of such imported textbooks often reflect a reality which is historically and/or ideologically different from the reality in which the pupils live. Although textbooks have to be imported in some cases - and this transfer can be very fruitful -, this practice of import/transfer has its own negative aspect: educational authorities may use this import as an excuse to be reluctant to provide resources for the development of appropriate teaching materials.

Some languages are not or not sufficiently standardised (for example Gagausisch, Rutuanian, Kashubian, Roma) to be taught with the help of textbooks in a greater area.

Quite often the development of minority language didactics and the public debate on the benefits, the possibilities, the constraints and the needs of regional and minority languages is conducted internally, that is to say among speakers of the language only. What is essential in the next decades is the intercultural dialogue between majority - or dominant - language groups and the minorities.

IV - Working together in the Future

The existing MERCATOR network, which covers the member states of the European Union only, should be enlarged and should broaden its scope towards all member states of the Council of Europe. The MERCATOR network should be strengthened in order to be able to function as a centre for investigation and research, which serves as a data bank to ensure the mutual transfer of knowledge and experiences.

The existing exchange programmes for (senior) students and teachers in schools should be enlarged. Besides that, such programmes should be extended to representatives from regional or local authorities in order to get educational authorities involved in work for minority languages.

General conclusion

It should not be suggested that only regional and minority language groups face the difficulties that have been discussed. We can raise the awareness that all these efforts made in the field of cultural and linguistic diversity are of great interest for all peoples, not only for the peoples involved themselves, but also for the wider world. Our experiences are of great interest to the whole world, and our practices of cultural and linguistic diversity can be regarded as an asset for the whole world.

In summarising the work on this topic, Mr. Alex RIEMERSMA underlined the fact that active promotion of an intercultural dialogue between the majority and the minority or minorities inside each State is essential, if satisfactory implementation of the minorities' rights, and their adequate integration, are to be achieved.

Working group session E: *Legislation and models for the education of linguistic minorities.*
Rapporteur: Ms. Gun Christel OKER-BLUM (Finland). Group leaders: Ms. Francesca JUNYENT (Andorra), Ms. Inna PIVORARE (Latvia), Mr. Romedi ARQUINT (Switzerland)

I - Examples of good practice

It turned out that for some minority groups, the educational system was different than for the other, main language group in the country in question. On the other hand, there are also good examples of how the same education system for the minority, as for the majority, can be considered a good model.

Examples: In Belgium each language group has its own education system, whereas Andorra has three separate school systems, not based in principle on linguistic criteria, while Finland and Norway, for example have the same education system and the same curriculum for all language groups.

Special examples of good practice:

In Hungary the local community is state-supported to arrange teaching in the mother tongue if a minimum of 8 parents ask for it.

In Latvia, a very multilingual country, a multilingual school offers mother-tongue instruction from grade 5, in 7 languages.

In Moscow (Russian Federation) school 1650 is also a good example of a multicultural school.

A special initiative to help the Roma pupils to get school education is taken in Ostrava in the Czech republic, where 30 teachers are working in a project to integrate Roma children into the school.

II - Examples of networks and exchanges between minorities

It turned out that the groups had not found examples of exchanges between minority groups from different countries, but there were examples of networks within countries, such as:

- In Switzerland, an exchange of students and school is taking place between the language groups.
- In Poland a foundation is organising intercultural week holidays including all nationalities living in the country.
- In Norway teacher visits are arranged between the language groups.

III - Main problems in the field

Minority schools usually need more support from the government than the majority schools, in order to be accepted and to be able to manage economically.

In some countries, France for example, regional languages have no status in the constitution.

Even if the primary and secondary school systems might be good for the minority, these are *usually* not followed up at the university level.

The minority groups have a larger curriculum: they have an "extra" language to learn.

A cultural *approach* may be a hindrance for minority education *in some cases*: parents do not always want to put their children in schools giving instruction in their own (minority) language.

If the minority is separated from the majority, that may lead to a "ghettoization" of the minority, in a negative sense.

Lack of inter-minority exchange for administrators, teachers, students.

IV - Working together in the Future

The work started at this workshop could perhaps continue as a series of workshops on specific topics like curriculum design, teacher training, textbooks, etc.

This workshop has already shown its potential for being useful for the future thanks to the contacts established in areas such as the Baltic states.

In her closing remarks, Ms. Gun Christel OKER-BLUM stressed that the educational system holds the key to a culturally diverse and tolerant Europe.

Following the presentation of the five documents there was an open discussion, from which suggestions have been taken to section 2.4, on recommendations.

2.3. Details of resolutions / recommendations to official bodies

The European Bureau for Lesser-Used Languages has offered information on all its contacts to participants, and their Ministries of Education, if they are interested in developing exchanges and/or joint projects. It would be extremely helpful if participants and their Ministries of Education were to add information to this list so that the specialists and cultural and voluntary organisations working for minority language groups in each country are included in the data base: and they are invited to do so. Those people and organisations added to the list would receive information about the European Centre for Modern Languages and the Bureau.

The organisers would like to take up a suggestion made by Mr. WICHERKIEWICZ, that standard forms in English (and, we would add, German, French and other languages) of the names of languages and minorities be gathered together in one document and that it be disseminated widely (through the Internet, EBLUL's *Contact Bulletin*, etc.). This would greatly facilitate the use of common terminology.

2.4. Coordinator's observations

As far as the relationship between east and west is concerned, the coordinator said that no-one at the workshop has wished to give the impression that the west has all the solutions or wants to tell the east how to solve its problems. On the contrary, he said that we all have a lot to learn from each other. In a more light-hearted vein he recalled some of the many products and inventions that came to the west from the east; and also the example of Christopher Columbus who sailed to the west, to be true, but in search of the (far) east!

The importance of both the European Charter and the Framework Convention was underlined.

They were both drafted in the context of intense negotiations by Council of Europe member states, in order to ensure that the outcome could be accepted by all member states which have any autochthonous minority language groups.

An important distinction made in western Europe, between autochthonous minority language groups on the one hand and people originating from recent migratory movements, on the other, seems not to be made in many eastern European countries. Though there is obviously a fuzzy borderline¹⁴ between the two "pure" cases, the issue merits further discussion if any other than strictly individual rights can be attached to these people. It may well be that their different position in society leads them to formulate different sets of needs. Thus the former often stress the right to continue their way of life in spite of the tendency of States, in many countries, to assimilate them, while the latter often claim, and with reason, that they need the support of the State so that they can fully integrate into the host country.

Closing remarks

The coordinator thanked the directors and boards of both the ECML and the EBLUL, and especially the great help and support provided by their staff. Anne Marie, Michael and Margit were a great help, as were Anna and Wolfgang, not to forget the invaluable preparatory work by Mardoেকে.

All the participants joined the coordinator in applying the excellent work of the interpreters, Eva and George, as well as Natalia who helped with Russian.

The coordinator thanked the co-facilitators - Guillaume Siemienski, Auke Van Der Goot and Dónall Ó Riagáin - for their excellent work in helping to design the workshop, as well as their papers, and the other speakers: Alex Riemersma, Christian Brandt and Bojan Brezigar. He regretted the absence, at the last minute, of one of the co-facilitators, Georgy Khruslov, who helped, on behalf of the Russian Institute for National Problems of Education, to design the Workshop.

He said he hoped that, given the size of the country and its rich linguistic heritage, it would be possible in future to develop contacts and joint projects with both the Russian Institute for National Problems of Education and the Russian Ministry for National and Federal Relations, particularly in view of the forthcoming Russian Language Law.

One of the features of the seminar was the active role given to so many people: no fewer than five rapporteurs and fifteen group leaders did their work splendidly.

Ministries of Education are to be thanked for making sure that, in nearly all cases, the participants they appointed for the workshop had a good command of one or other of the working languages: and some indeed had both.

3. Overall conclusions and assessment of the extent to which aims were achieved

This assessment can start - and it is in the spirit of the Workshop to do so - by taking into account

¹⁴ Particularly, how long do a person's ancestors have to have lived in a territory before being considered to constitute an autochthonous minority language group?

the opinions expressed by twenty-four of the participants themselves. In reply to the first issue raised, which was "*On a scale of 1 to 5, how far did the Workshop meet your expectations?*" fully 20 (that is, 83%) scored 4 or 5, and only one gave a score as low as 2. The average was 4.04.

Question 2 was "*How relevant was the content of this seminar to your particular needs?*" 14 participants (that is, 57%) scored 4 or 5, and four (17%) gave a score as low as 2. The average was 3.58. Though the evaluation sheets were of course anonymous, it must not be forgotten that some of the members states have no minority language groups as such, so that the aims of the seminar could not be directly related to everyone's needs. The organisers were fully aware of this even before the workshop.

In the third question, participants were asked "*What did you particularly like about the workshop?*". They could give several answers if they wished. The answers can be classified as cognitive, social and institutional: on 25 occasions issues relating to information and experience sharing, insight into problems and discussing both the situation and future cooperation were mentioned. Three more mentions were made to the quality of the organisations, the participants and the material. Secondly, 12 mentioned the friendly atmosphere and the meeting of people of different nationalities. Thirdly, 9 references were made to the chance to know about the work of the European Centre and the European Bureau; and the Council of Europe.

The fourth question referred to "*Was there anything that could have been different/better?*". A number of participants made no remarks. The most commonly mentioned ones were two which the organisers accept: the need to focus future workshops on more specific, urgent problems of common interest and even case-studies of minorities regarded as "success stories", instead of being as general and wide-ranging as this one; and the need for more time. Occasional mentions were made to the need to ensure all participants without exception can speak fluently in at least one of the working languages; or the suggestion that papers be presented rather than read. Another (and the co-ordinator agrees) mentioned that for a workshop of this size the space was cramped. One person remarked that more minorities themselves could have been represented at the workshop. Finally, several were kind enough to state that more could not have been expected from the workshop, or that it had been the best one yet.

Question 5 asked "*Will your work change in any way as a result of your attending this workshop?*" The coordinator would like to highlight several participants who said that it would encourage them in their work with their respective minorities, or to begin working in this direction; others said they would include the issue of lesser-used languages in their work with students, and a greater sensitivity to issue of intercultural communication. It is to be hoped that the remark by one, that in their country minority issues are never perceived to be priorities, is simply the exception that confirms the rule.

Several participants complained that there was a clear western bias in the choice of keynote speakers and co-facilitators. The coordinator explained that a balance had been sought from the start, and that it was only at the last minute that the Russian co-facilitator was forced to cancel his trip.

As to the future action participants would like to see from the ECML, asked in question 6, the report will cover this issue in the next section.

Finally, Question 6 asked: "*What future action would you like to see from the ECML?*".

Participants were fairly clearly keen on the idea of follow-up workshops on specific topics within the wide range of issues covered at this workshop. Those of training teachers for minority language education, how to develop teaching materials and methods for minority language education, and curriculum development in the field of minority languages seemed to be the most popular topics. A number of participants also mentioned networking activities, in these same areas.

Several suggested technical workshops on minority language education to be organised by or with the help of the ECML, but to be held on site where people belonging to and dealing with different minorities in a regional context (a set of neighbouring countries, for instance) could meet with international specialists from all parts of Europe.

Another suggestion the co-ordinator regards as practicable would be to place all ECML reports (past, present and future) on the Internet, so that they can be downloaded at will anywhere in Europe. Being a low-cost way of disseminating results, such a move might allow another suggestion to be considered: the regular use by the ECML of more languages.

Moving now to the co-ordinator's own assessment of the extent to which the aims were achieved, I cannot but rate highly the achievement. East met West in a spirit of mutual respect and friendship; participants were familiarised with the pan-European organisations dealing with both minority language situations and with modern languages in general. They lived in the first-hand the truly multilingual and multicultural nature of Europe, discussed the main international instruments in the field of national minorities, sought to find the common ground in the field of language planning and policy, and as a result identified areas of general interest and relevance where work can be planned in future.

In the co-ordinator's opinion, it would have been rash to expect more from this very first experience of bringing together people from so many countries, right across Europe, in a highly formalised workshop of this kind.

3.1. Future relevant Workshops

The idea of holding regional workshops on or closer to the actual territories where lesser-used languages are spoken received wide acceptance.

Mr. Van der Goot summarised the ideas in the form of five educational workshops and one set of preparatory studies on:

1- European models of bilingual and multilingual education in East and West, and the results of these models.

This workshop would be aimed at regional and local educational authorities.

2- Teaching methodology and teacher training in bilingual and minority language education settings.

This workshop would be aimed at specialists in teacher training and curriculum development.

3- Cultural aspects of developing learning materials and textbooks for minority language education, in particular for transfrontier languages.

This workshop would be aimed at serving teachers and authors of textbooks and teaching methods.

4- Essential frameworks for schools engaged in bi- and/or multi-lingual education: legal framework, funding, and parental involvement.

This workshop would be aimed at parent-teacher associations and at regional and local educational authorities.

5- Evaluating bilingual education.

This workshop would be aimed at school inspectors, experts working in educational guidance structures, test developers, researchers, etc. responsible for improving the quality of minority language education.

6- The Mercator-Education regional dossiers on the educational position of regional or minority languages.

These could be extended, with the assistance of local experts, to the communities in the Central and Eastern European states. These regional dossiers could be used as reference documents and as instruments to highlight the solutions that have been found for coping with the problems of establishing models of effective bilingual education.

In addition, and outside the field of education as such, two further topics were identified for future workshops, and received considerable agreement:

7- Cultural and community organisations of minority language groups: Case-studies.

8- Serving a multilingual public: How local and regional authorities, and public services, cater for members of minority language groups.

It is suggested that EBLUL take up these ideas with the ECML, with a view to proposing new Workshops.

3.2. Details of networking agreements established

EBLUL announced that all participants at the Workshop will from now on be added to its mailing list, and will be sent the periodical Contact-Bulletin, which will facilitate the development of bi- and multilateral agreements, exchanges and joint projects.

4. Separate Appendix 1

4.1. Handouts given out during the Workshop (available upon request)

- Questionnaire for choosing group leaders, rapporteurs and members of the "Aristotle", "Cicero" and "Plato" discussion groups on the five topics.

The following documents were sent to participants before the workshop began:

- Foundation on Interethnic Relations (The Hague, Netherlands) *The Hague Recommendations Regarding the Education Rights of National Minorities*, 1997¹⁵.
- Foundation on Interethnic Relations (The Hague, Netherlands) *The Oslo Recommendations Regarding the Linguistic Rights of National Minorities*, 1998¹⁶.
- Council of Europe. *The European Charter for Regional and Minority Languages*. 1992¹⁷.
- Council of Europe. *The Framework Convention on the Rights of National Minorities*. 1995¹⁸.
- Information about the Mercator networks.
- EBLUL documentation: *Unity in Diversity* brochure and *Annual report 1996*.

4.2. Seminar papers

- *The Oslo Recommendations Regarding the Linguistic Rights of National Minorities: A tool of conflict prevention*, keynote paper by Guillaume SIEMIENSKI (e-mail address: fier@euronet.nl).
- *International legal instruments and the education of national minorities*, keynote paper by Dónall Ó RIAGÁIN (e-mail address: eblul@indigo.ie).
- *Education, Language and Identity: The Hague Recommendations Regarding the Education Rights of National Minorities*, keynote paper by Guillaume SIEMIENSKI (e-mail address: fier@euronet.nl).
- *European Models of Bilingual Education and the Work of the Ljouwert-Education Mercator centre*, keynote paper by Auke VAN DER GOOT (e-mail address: avdgoot@fa.knaw.nl).

¹⁵ Further copies are available in English, Russian, Estonian and Latvian from: Foundation on Inter-Ethnic Relations, Prinsessegracht 22, 2514 AP The Hague, The Netherlands; T: +31 (0)70 363 6033; F: +31 (0)70 346 5213; fier@euronet.nl.

¹⁶ Further copies are available in English and Russian from: Foundation on Inter-Ethnic Relations (see above for full address).

¹⁷ Copies can be ordered from the Council of Europe (Strasbourg, Alsace, France). The text can be obtained on the Internet, at the following address: <http://www.coe.fr/eng/legaltxt/148e.htm>.

¹⁸ Copies can be ordered from the Council of Europe (Strasbourg, Alsace, France). The text can be obtained on the Internet, at the following address: <http://www.coe.fr/eng/legaltxt/157e.htm>

- *The Role of Education in Language Reproduction and Production: The Euromosaic Report*, keynote paper by Miquel STRUBELL (e-mail address: ksd12301@correu.gencat.es).
- *The European Bureau for Lesser-Used Languages: Its aims, objectives and work*, by Bojan BREZIGAR (e-mail address: direktor@up.spin.it).

4.3. Bibliography of reference material relating to the Workshop

Foundation on Inter-Ethnic Relations. *The Hague Recommendations Regarding the Education Rights of National Minorities* (1997).

Foundation on Inter-Ethnic Relations. *The Oslo Recommendations Regarding the Linguistic Rights of National Minorities* (1998).

KYMLICKA, Will. *Multicultural citizenship*. Oxford University Press, Oxford, 1995.

NELDE, Peter, Miquel STRUBELL & Glyn WILLIAMS. *The Euromosaic Report: Reproduction and Production of Minority Languages Groups in the European Union*, European Commission, Luxembourg, 1996.

4.4. An outline of the programme of the Workshop

Day 1 (Thursday, April 23): a. morning	Welcoming address by Claude KIEFFER on behalf of the European Centre for Modern Languages.
	Welcoming address by Christian BRANDT on behalf of the European Bureau for Lesser-Used Languages.
	Special intervention by Deputy Minister Kim TSAGOLOV on <i>National and Ethnic Minorities in the Russian Federation</i> .
	Keynote paper by Alex RIEMERSMA, on " <i>Minority Protection in Practice: Monitoring Compliance with European Standards</i> ".
	Keynote paper by Guillaume SIEMIENSKI, on " <i>The Oslo Recommendations Regarding the Linguistic Rights of National Minorities: A tool of conflict prevention</i> ".
	Group activity: Identifying examples of good practice in the field of language, and self-presentation by all participants.
Day 1 (Thursday, April 23): b. afternoon	Working group session A: <i>Using lesser-used languages in mass media and communication technology</i> .
	Working group session B: <i>Moving towards official recognition and use of lesser-used languages by local authorities and in public services</i> .
	Working group session C: <i>Minority languages in the community: Voluntary and cultural organisations</i> .
	De-briefing meetings of group leaders with their relevant Rapporteurs (see above for explanation of roles and procedures).
	Reception at Graz City Hall.
Day 2 (Friday, April 24): a. morning	Keynote paper by Dónall Ó RIAGÁIN, on " <i>International legal instruments and the education of national minorities</i> ".
	Keynote paper by Guillaume SIEMIENSKI, on " <i>Education, Language and Identity: The Hague Recommendations Regarding the Education Rights of National Minorities</i> ".
	Working group session D: <i>Developing teaching methods and materials for lesser-used languages, training teachers</i>
Day 2 (Friday, April 24): b. afternoon	Keynote paper by Auke VAN DER GOOT, on " <i>European Models of Bilingual Education and the Work of the Ljouwert Mercator-Education centre</i> ".
	Working group session E: <i>Legislation and models for the education of linguistic minorities</i>
	Keynote paper by Miquel STRUBELL, on " <i>The Role of Education in Language Reproduction and Production: The Euromosaic Report</i> ".

	De-briefing meetings of group leaders with their relevant Rapporteurs (see below for an explanation of roles and procedures).
Day 3 (Saturday, April 25): morning	Keynote paper by Bojan BREZIGAR on <i>"The European Bureau for Lesser-Used Languages: Its aims, objectives and work"</i> .
	Presentation of reports on the five working group sessions by the Rapporteurs: Mr. Christian BRANDT (Finland); Dónall Ó RIAGÁIN (Ireland); Peadar Ó FLATHARTA (Ireland); Alex RIEMERSMA (Netherlands); Ms. Gun Christel OKER-BLUM (Finland).
	Concluding statement by the coordinator, Miquel STRUBELL (Catalonia, Spain), and discussion.
	Farewell to participants, by Claude KIEFFER, Director of the European Centre for Modern Languages.
	Farewell to participants, by Bojan BREZIGAR, President of the European Bureau for Lesser-Used Languages.

5. Appendix 2

5.1. Recommendations to the ECML

1. Working languages.

One participant could speak nothing but Albanian, another brought his own interpreter. Many could not express themselves very freely in either German or English. Though such problems cannot be fully solved unless the delegates are chosen bearing this need strictly in mind, and while it is appreciated that the coming suggestion would substantially add to the costs of such workshops, it is felt that had *Russian* been a third working language, communication would have been much more efficient and the workshop richer as a result.

2. Attendance of co-facilitators.

This workshop was plagued by several unfortunate mishaps: the original coordinator, Ms. Helen Ó MURCHÚ, and a co-facilitator, Mr. Stathis EFSTATHIADIS, had to withdraw with medical reasons. Such problems are unavoidable.

However, bearing in mind that Mr. Georgy KHRUSLOV could not make the journey on account of passport problems, it might be interesting for the ECML to be able to ask the official member from the respective member state on the Centre's Board to approach the relevant government, should similar problems arise in future.

3. Attendance of participants.

None of the people whose names were suggested by EBLUL or by the co-facilitators as possible participants were, in the end, actually designated by the member States. Though it may be there are good reasons for this in every case, it is felt that this issue might be raised at a meeting of the ECML board of directors.

4. Cost of journeys.

It is felt that the Council of Europe is a sufficiently important pan-European organisation to be able to negotiate special prices with the main European airlines for participants to be able to travel to and from meetings on APEX tariff prices, without the Saturday night condition.

6. Summary of the Workshop

Workshop No. 6/98 was held at the European Centre for Modern Languages (ECML) in Graz, from Thursday April 23rd to midday on Saturday April 25th 1998. The title of the workshop was *East meets West: Unity in Diversity*. It was organised by the European Bureau for Lesser-Used Languages (EBLUL), a private body established at the initiative of the European Parliament in 1982, following several calls by the Parliament, and particularly the so-called Arfé Resolution (1981) *on a Community Charter of Regional Languages and Cultures and on a Charter of Rights of Ethnic Minorities*. The EBLUL was founded in order both to try and articulate the considerable number of minority language groups to be found in most European Union member states, and build a network so that they can work together to further their mutual interests, and to advise them as to the financial and other resources available so that they can promote their languages.

The Workshop was designed to bring together for the first time delegates from the Council of Europe member states who have signed the Partial Agreement relating to the ECML. These include countries in the European Union, states who have applied to join the Union, and most other European states. The main objectives of the Workshop were to facilitate a meeting on the subject of minority language groups (or national and ethnic minorities, in the terminology of some countries), between "East" and "West", in a spirit of mutual respect; to familiarise those participating in the workshop with the pan-European organisations dealing with both minority language situations and with modern languages in general; to discuss the main international instruments that are legally binding, and recommendations concerning their implementation, in the field of national minorities that have their own language; and to identify areas of general interest and relevance where work can be planned in future.

It was the hope of the organisers that each and every participant would become involved in the Workshop in an active way: all had much to describe, teach and suggest on the basis of their experience. It was hoped that they would share this approach and benefit from the climate created.

The early drafts of the workshop programme were finalised at a preparatory meeting of the coordinator and co-facilitators in Sitges (Catalonia, Spain) in March.

47 people enrolled for the Workshop, which was therefore the largest organised to date by the ECML.

The Workshop was structured around (a) keynote papers by leading specialists in their field in plenary sessions with simultaneous interpretation (German/English); (b) focussed discussions organised through small working groups, established on the basis of the working language (two in English, one in German), and guided by group leaders. The group leaders were given a form outlining the structure of the session, consisting of four separate issues: examples of good practice in the chosen topic, examples of useful exchanges that have already taken place, existing networks, etc., most commonly mentioned needs and priorities in the topic; and proposals for working together in the future.

Five rapporteurs brought together the main outcomes from the three working groups who discussed each of the following topics in turn: i. Using lesser-used languages in mass media and communication technology; ii. Moving towards official recognition and use of lesser-used languages by local authorities and in public services; iii. Minority languages in the community:

voluntary and cultural organisations; iv. Developing teaching methods and materials for lesser-used languages, training teachers etc.; and v. Legislation and models for the education of linguistic minorities.

Following the welcoming addresses, there were keynote papers by Alex RIEMERSMA, on *"Minority Protection in Practice: Monitoring Compliance with European Standards"*; Guillaume SIEMIENSKI, on *"The Oslo Recommendations Regarding the Linguistic Rights of National Minorities: A tool of conflict prevention"* and *"Education, Language and Identity: The Hague Recommendations Regarding the Education Rights of National Minorities"*; Dónall Ó RIAGÁIN, on *"International legal instruments and the education of national minorities"*; Auke VAN DER GOOT, on *"European Models of Bilingual Education and the Work of the Ljouwert-Education Mercator centre"*; Miquel STRUBELL, on *"The Role of Education in Language Reproduction and Production: The Euromosaic Report"*; and Bojan BREZIGAR on *"The European Bureau for Lesser-Used Languages: Its aims, objectives and work"*.

During the closing session, reports were presented on the five working group sessions by the Rapporteurs: Mr. Christian BRANDT (Finland); Mr. Dónall Ó Riagáin (Ireland); Mr. Peadar Ó FLATHARTA (Ireland); Mr. Alex RIEMERSMA (Netherlands); and Ms. Gun Christel OKER-BLUM (Finland).

It was suggested that the ECML might hold regional workshops on or closer to the actual territories where lesser-used languages are spoken.

The following topics were suggested for future workshops:

- Training teachers for minority languages
- Developing curricula and teaching material for minority languages
- Models of bilingual education for minority language groups, for practising teachers and school inspectors and advisers
- Cultural and community organisations of minority language groups: Case-studies
- Serving a multilingual public: How local and regional authorities, and public services, cater for members of minority language groups.

6. Résumé du Séminaire d'un maximum de deux pages (en français)

Le Séminaire No. 6/98 s'est tenu au Centre Européen pour les Langues Vivantes (CELV) à Graz, du jeudi 23 avril jusqu'au samedi 25 avril 1998 à midi. Le titre du séminaire était "L'Est rencontre l'Ouest: l'unité dans la diversité". Il a été organisé par le *Bureau Européen pour les Langues Moins Répandues* (EBLUL), une organisation privée fondée sur l'initiative du Parlement Européenne en 1982, après différents appels du Parlement, tout particulièrement la Résolution dite Arfé (1981) *sur une Charte Communautaire des Langues et Cultures Régionales et sur une Charte des Droits des Minorités Ethniques*. L'EBLUL fut fondé en vue d'essayer d'organiser le grand nombre de groupes linguistiques minorisés qui existent au sein de la majorité des États membres de l'Union Européenne, ainsi que d'établir un réseau qui leur permettrait travailler ensemble pour développer leurs intérêts mutuels, et pour les conseiller sur les ressources financières et d'autre sorte disponibles pour qu'ils peuvent promouvoir leurs langues.

Le Séminaire a été conçu afin de réunir pour la première fois des délégués des États membres du Conseil d'Europe qui aient signé l'Accord Partiel relatif au CELV, ce qui inclut les pays de l'Union Européenne, les États qui ont présenté leur candidature pour s'y incorporer, et la majorité des autres États de l'Europe. Les principaux buts du séminaire étaient établir une réunion sur le sujet des groupes linguistiques minorisés (ou des minorités nationales et ethniques, selon la terminologie utilisée dans plusieurs pays), entre l'"Est" et l'"Ouest", dans un esprit de respect mutuel; familiariser les participants du séminaire avec les organisations pan-européennes qui traitent des situations de langues minorisées, d'un côté, et des langues modernes en général; discuter les principaux instruments internationaux qui établissent des impositions légales, et les recommandations concernant leur application dans le domaine des minorités nationales qui possèdent leur propre langue; et identifier les thèmes d'intérêt général et particuliers où il est possible de planifier des travaux dans l'avenir.

Les organisateurs attendaient que chacun des participants s'impliquerait dans le séminaire de façon active: tout le monde avait beaucoup à décrire, à apprendre et à suggérer sur la base de son expérience, qu'ils partageraient cette approche et qu'ils se bénéficieraient du climat créé.

Les premières versions du programme du séminaire ont été complétées au cours d'une réunion préparatoire du coordinateur et des co-organisateurs à Sitges (Catalogne, Espagne) qui s'est tenue au mois mars.

47 personnes se sont inscrites au séminaire, ce qui représente la participation la plus nombreuse à un séminaire du CELV à cette date.

Le séminaire a été structuré autour (a) des présentations "keynote" par des spécialistes reconnus pour leurs travaux dans leur domaine de spécialisation, dans des sessions plénières, avec de l'interprétation simultanée (Allemand/Anglais); (b) des discussions dirigées organisées au moyen de petits groupes de travail, établis sur la base des langues de travail (deux en Anglais, un en Allemand), et menés par des leaders de groupe. Les leaders de groupe ont reçu une formule avec le détail de la structure de la session, qui consistait en quatre thèmes séparés: des exemples de bonne pratique dans le sujet élu, des exemples des échanges utiles qui ont déjà eu lieu, les réseaux qui existent, etc., les besoins et priorités mentionnés le plus souvent sur le sujet; et des propositions pour travailler ensemble dans l'avenir.

Cinq rapporteurs ont recueilli les principaux résultats des trois groupes de travail qui ont discuté

chacun des suivants sujets successivement: i. L'usage des langues moins répandues dans les mass-media et la technologie de la communication; ii. Le mouvement vers la reconnaissance et les usages officiels des langues moins répandues par les administrations locales et dans les services publics; iii. Les langues minorisées dans la communauté: les organisations bénévoles et culturelles; iv. Le développement des méthodes et matériaux didactiques pour les langues moins répandues, la formations des enseignants, etc.; et v. La législation et les modèles pour l'éducation des minorités linguistiques.

Après les discours de bienvenue, on été présentées les présentations "keynote" suivantes: Alex RIEMERSMA, sur "La Protection des Minorités dans la Pratique: Le Monitoring du Respect aux Standards Européens"; Guillaume SIEMIENSKI, sur "*Les Recommandations d'Oslo Concernant les Droits Linguistiques des Minorités Nationales: Un instrument de prévention des conflits*" et "*l'Éducation, La Langue et l'Identité: Les Recommandations de La Haie Concernant les Droits Éducatifs des Minorités Nationales*"; Dónall Ó RIAGÁIN, sur "*Les instruments légaux internationaux et l'éducation des minorités nationales*"; Auke VAN DER GOOT, sur "*Modèles Européens d'Éducation Bilingue et le travail du Centre Mercator-Éducation à Ljouwert*"; Miquel STRUBELL, sur "*Le Rôle de l'Éducation dans la Production et la Réproduction Linguistiques: Le Rapport Euromosaïc*"; et Bojan BREZIGAR sur "*Le Bureau Européen pour les Langues Moins Répandues: Buts, objectifs et travail*".

Lors de la séance de clôture, furent présentés des rapports sur les cinq sessions des groupes de travail, par les différents rapporteurs: M. Christian BRANDT (Finlande); M. Dónall Ó Riagáin (Irlande); M. Peadar Ó FLATHARTA (Irlande); M. Alex RIEMERSMA (Pays-Bas); and Mme. Gun Christel OKER-BLUM (Finlande).

Il fut suggéré que le CELV pourrait organiser des séminaires régionaux dans les territoires (ou dans des zones proches) où sont parlées les langues moins répandues.

Les sujets suivants ont été proposés pour de futurs séminaires:

- * La formation des enseignants pour les langues moins répandues
- * Le développement des programmes et des matériaux didactiques pour les langues moins répandues
- * Modèles d'éducation bilingue pour les groupes de langues moins répandues, pour les enseignants en actif, pour les inspecteurs et pour les conseillers d'éducation.
- * Les organisations culturelles et communautaires des groupes linguistiques minorisés: Études de cas.
- * L'attention à un public multilingue: Comment les administrations locales et régionales, et les services publics, servent les membres des groupes linguistiques minorisés.

