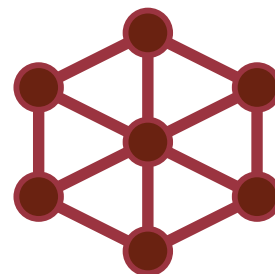


SUMMARY OF STAKEHOLDER FORUM MEETING 4

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19 June 2018

Foundation Universitaire, Brussels, Belgium

Introduction

The FP7 MIME project (Mobility and Inclusion in Multilingual Europe) has adopted four principles for understanding European multilingual challenges and coming to terms with them: (1) built-in interdisciplinarity; (2) the linking up of micro-, meso- and macro-level perspectives; (3) a policy analysis perspective providing a framework for combining the findings from different disciplines and using them in the formulation of policy orientations; and (4) a regular contact with practitioners of multilingualism on various terrains, through the setting up of a Stakeholder Forum and the holding of yearly Stakeholder Forum meetings. The fourth principle is realized via the standing MIME Stakeholder Forum, whose meetings serve as a locus for exchange and debate between stakeholders and the project team, providing input and feedback from which the research teams benefit.

The Stakeholder Forum Meeting 4 (SFM4) took place on 19 June 2018 at the Foundation Universitaire, Brussels, Belgium, and it provided ample opportunities for interaction between the stakeholders and the MIME teams. SFM4 was oriented towards language policy and planning professionals and organizations, including language boards, offices and agencies, as well as language commissioners, whose actions target the linguistic environment in a broad sense. The term linguistic environment encompasses issues of language status, language corpus and language use across domains. Therefore, it includes and transcends more specific questions on translation, language education, or linguistic integration. The core focus of SFM 4 was on the assessment of the needs of specialist LPP bodies, both in terms of the type of knowledge and information they require, and the type of training

(including in the form of continuing education) needed to prepare LPP professionals for their complex tasks.

The meeting started at 09:00 with an introduction to the MIME project and how it can be useful for LPP professionals by Prof. François Grin, MIME project coordinator, followed by brief introductions by representatives of participating organizations. The agenda included two invited stakeholder presentations: by Rónán Ó Domhnaill, the Irish Language Commissioner, and Meirion Prys Jones, former Chief Executive of the Welsh Language Board. These presentations were followed by two debates on the types of knowledge and training needed by LPP bodies. The meeting was wrapped up by general conclusions offered by Prof. László Marác and Prof. François Grin, and concluded with the official launch of the *MIME Vademecum* by Prof. François Grin and Prof. Tom Moring, chairman of the MIME Advisory Board.

Presentations by stakeholders

Kristina Cunningham of DG EAC, European Commission briefly presented the European Commission's *Proposal for a Council Recommendation on a comprehensive approach to the teaching and learning of languages*¹. It recommends that member states explore ways to help all young people to acquire – in addition to the language of schooling – proficient user level in at least one other European language before the end of upper secondary education and training and encourage the acquisition of an additional (third)

¹ ec.europa.eu/education/sites/education/files/lang_en_act_part1_v6.pdf

language to the level of independent user. The proposal recognizes multilingualism and language learning as central for integration and support to the European project. The Recommendation is expected to be adopted in May 2019.

Karijn Helsloot briefly presented the joint work of Studio Taalwetenschap in cooperation with the University of Amsterdam in the field of multilingualism.

Other attending stakeholders briefly presented the goals and missions of their organizations (see Stakeholder Forum Booklet for further details).

Plenary talks

The first plenary talk by Rónán Ó Domhnaill, titled *Negotiation and Enforcement: Seeking Compliance from the Public Sector*, outlined the current situation with the official languages in Ireland and an ongoing struggle of the number of speakers of Irish decreasing and increasing pressures from English. He highlighted the problem of the multitude of language schemes currently in operation, leading to the dilution of language rights, as well as the need to build up language rights gradually. An Coimisinéir Teanga investigates suspected breaches of the Official Languages Act or any other enactment relating to the status or use of an official language. He then

Participants

The following 28 representatives of 25 stakeholder organizations participated in the Stakeholder Forum meeting:

1	Kristina Cunningham	<i>DG Education, Youth, Sport and Culture</i>
2	Kevin De Coninck	<i>Nederlandse Taalunie (Dutch Language Union)</i>
3	Agota Dorottya Demeter	<i>European Parliament, Assistant MEP Kinga Gál</i>
4	Vicent Fenollar	<i>Network to Promote Linguistic Diversity (NPLD)</i>
5	Eyvor Fogarty	<i>International Federation of Translators Regional Centre for Europe (FIT Europe)</i>
6	Nell Foster	<i>Ghent University, Linguistics Department</i>
7	Yves Gambier	<i>University of Turku, Finland + I. Kant Baltic Federeal University, Kaliningrad, Russia</i>
8	Anna Gezelius	<i>The Swedish Language Council, Institutet för språk och folkminnen</i>
9	Karijn Helsloot	<i>Studio Taalwetenschap, Amsterdam</i>
10	Silva Kauko	<i>DG Translation</i>
11	Stewart Kerr	<i>Churches Commission for Migrants in Europe (CCME)</i>
12	Harriet Kowalski	<i>The Swedish Language Council, Institutet för språk och folkminnen,</i>
13	Nicoletta Mariolini	<i>Swiss Federal Delegate for Plurilingualism</i>
14	Margaux Moulin	<i>KU Leuven</i>
15	Rónán Ó Domhnaill	<i>Keynote speaker, An Coimisinéir Teanga</i>
16	Marga Payola	<i>Plataforma per la Llengua</i>
17	Meirion Prys Jones	<i>Keynote speaker, LinguaNi</i>
18	Judith Richters	<i>International Federation of Language Teacher Associations (FIPLV)</i>
19	Rafael Saizn de Rozas	<i>Ararteko - Ombudsman of the Basque Country</i>
20	Jennie Spetz	<i>The Swedish Language Council, Institutet för språk och folkminnen</i>
21	Dimitra Stafilia	<i>International Federation of Translators Regional Centre for Europe (FIT Europe)</i>
22	Helen Svaerke	<i>Centre for Internationalisation and Parallel Language Use (CIP) at University of Copenhagen</i>
23	Tõnu Tender	<i>Eesti Keele Instituut</i>
24	Luca Tomasi	<i>Independent researcher</i>
25	Christian Tremblay	<i>Observatoire européen du plurilinguisme (OEP)</i>
26	Gearóid Trimble	<i>Foras na Gaeilge</i>
27	Piet Van de Craen	<i>Vrije Universiteit Brussel</i>
28	Maria Teresa Zanola	<i>European Language Council (CEL/ELC)</i>

presented the work of the International Association of Language Commissioners. It was highlighted that one of the core values and skills of LPP officials (ombudsmen and language commissioners) should be maintaining independence and the ability to affect change in both formal and informal ways without fear of retribution, with further relevant skills and values being ethics and integrity.

The second plenary talk by Meirion Prys Jones, titled *Seeing past the misconceptions about language planning and dealing with the real issues of language revitalisation*, highlighted examples of successful practice in language planning, such as the EU, as well as the efforts by Finland, Catalonia, Basque Country, and Wales. He stressed the need for well-trained language planners in order to sustain a language. Currently the profiles involved in language planning are politicians, civil servants, academics or individuals who make language choices on a daily basis. In order to sustain a language these choices need to be influenced through legislation, policy, responding to local needs, efficient language education, improving language status, research and investment, but also through supporting its use in creative arts, music, culture, sports, and technology. Language planners need to know about the historical, political and social contexts, about the power and shortcomings of language legislation, the impact the education and training system can have in terms of increasing numbers, the effective use of marketing and using social media, using peer pressure to influence people's choice of language, having an impact on the language choice of young people between the ages of 15-35, promoting change of language use at critical points during people's lives, language, economy and jobs, etc. They also need to understand the impact of planning at the micro, meso and macro levels, and make their strategic planning based on data. Universities have a role in language planning through undergraduate courses that raise language awareness, focus on strategic language planning, policy development, corpus planning, languages and marketing, languages and education, statistics, translation and interpreting, as well as action research. He underlined the need

for a team effort and work-based training of relevant national, regional and local government departments, language commissioners, community based and youth organizations, schools, language companies, etc. He further highlighted the need for networking across and beyond Europe to share knowledge and experience and the need for a network of universities who will work in partnership with other networks. Finally, he pointed out the direction of future changes dictated by the new voice-operated technology.

Debates

The first debate on programmes that universities should develop to address the recruitment needs of LPP bodies was moderated by Dr. Michele Gazzola. It was structured around these core questions:

- » What type of professional profiles and expertise do LPP bodies need now and in the future?
- » Do current training university programmes adequately supply such profiles and expertise?
- » What type of data and analysis do LPP bodies mostly need nowadays to perform their tasks?
- » What type of collaborations in research would you like to develop with universities?
- » What type of national or international networks of LPP bodies should be promoted?
- » What is the role of new technologies in LPP and how do you use them?

The second debate, which focused on the types of training or study programmes universities should develop to address the recruitment needs of LPP bodies, was moderated by Prof. Marija Omazić. It was structured around these core questions:

- » What type of programmes or training in the management of multilingualism do LPP bodies need for their present and future staff?
- » How should such programmes be delivered? Where, by whom, how often?
- » What would an ideal MA programme in LPP look like?
- » Would stakeholder organizations in the field of LPP be willing to participate by offering internships or trainee positions for students?

Following a lively exchange of stakeholder responses and experience the following feedback and recommendations were put forward by attending stakeholders. There was a wide consensus that there is lack of adequate training for the staff of LPP bodies. They come from different professional backgrounds and learn in-service, mostly from experience. There were attempts by some universities in Europe (Ireland, Greece) to provide such programmes for civil servants, but they failed due to either lack of interest, lack of employment opportunities or a relatively narrow reach and scope of such programmes (no language component). The stakeholders expressed the need to:

1. set up tailored, specialized short-term life-long learning programmes in LPP intended to empower the present staff of LPP bodies
2. deliver in-service training for existing staff of LPP bodies
3. attempt to design a European MA programme (60 or 90 ECTS) on language policy and planning delivered by a consortium of EU universities to ensure internationalization and necessary pool of recognized experts in the field
4. build such a programme on a broad awareness that language problems are never only linguistic problems, i.e. design a truly interdisciplinary and incorporate the findings of sociolinguistics,

comparative LPP, history, economics, economic planning, law (linguistic rights, human rights), political science, policy design

5. offer a bigger toolkit of proven and disproven techniques, principles and methodology for data collection, auditing, determining state of the art, conducting in-depth analysis, cross-checking data and findings, and evidence-based policy design
6. promote skills such as independence, integrity and embracing change
7. create trainee and internship placements for young professionals
8. promote a wider recognition of the LPP profession and its needs via networking across professional and university networks
9. improve the availability of data on the management of language policies.

Wrap-up and conclusion

The meeting came to a close at 17:00 with conclusions from Prof. François Grin, MIME project coordinator and Prof. László Marác, MIME deputy coordinator. The SFM 4 ended with the official launch of the *MIME Vademecum*, a 200-page volume with 72 compact, two-page entries aimed at practitioners, and covering the full range of issues addressed in the MIME project, in response to the questions raised by the European Commission. Each participating organisation in SFM4 received a free copy of the *MIME Vademecum*.

