

SUMMARY OF STAKEHOLDER FORUM MEETING 2

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» stakeholder_forum

15 June 2016, Universidade do
Algarve, Faro, Portugal

1. Introduction

FP7 project MIME (*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, which otherwise tend to be approached in a relatively disconnected fashion; (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 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 second Stakeholder Forum meeting took place on 15 June 2016 at the University of Algarve, Faro, Portugal, at the start of the third MIME Consortium meeting. It has provided stimulating opportunities for interaction between the stakeholders and the MIME teams. The general, albeit not exclusive, focus of the second Stakeholder Forum meeting was on *multilingual education*, with many cross-cutting issues linking education to mobility, language rights, migrant integration, modes of mediation, and language policy issues.

Short stakeholder and stakeholder institution profiles with contact details are attached in a separate document titled *Stakeholder Profiles*.

The Stakeholder Forum meeting started at 11:00 with brief introductions by Prof. François Grin, MIME project coordinator; Prof. Manuel Célio Conceição on behalf of the Faro hosting team; and Prof. Pedro Ferre, Vice-rector of the University of Algarve, and Prof. Marija Omazić, MIME dissemination manager. The agenda included three invited stakeholder presentations: by João Costa, Secretary of State for Education, Ministry of Education of Portugal, Prof. Piet Van De Craen, representing CEL-ELC, Prof. Terry Lamb, Secretary General of Fédération Internationale des Professeurs de Langues Vivantes–FIPLV, followed by brief presentations of other stakeholders present and the round table discussion *Bringing together practice and research to confront the multilingual challenge*. The meeting was wrapped up at 17:45 by conclusions from Prof. Tom Moring, President of the Advisory Board of MIME and Prof. François Grin.

2. Plenary talks

The first plenary talk *Multilingualism: challenges for educational systems* by João Costa highlighted a succession of the main issues confronting multilingual education as an urgent topic in Europe today, interspersed with a host of real-life scenarios and examples from the Portuguese education system. He highlighted the importance of internationalization of education, as well as directionality of mobility and how it may affect the needs of mobile people. Further topics included the challenge of superdiversity and the need to assimilate **superdiversity** and **supermobility** at different levels, starting from individuals, to businesses and refugee integration, and the tools for distance learning of the Portuguese language

for the Portuguese diaspora. Another relevant topic addressed on this occasion was the role of **schools as places for inclusion of all**, as well as equality and equal expectations in schools, and whether these should be adapted to particular concrete situations. For example, an African background has been found to be a predictor for school failure in Portugal, unlike, for example, an Eastern European background. Therefore, alternative approaches are required for handling concrete cases, making **public education an efficient tool for promoting social cohesion and creating equity**. Governments therefore need efficient policies to promote the quality of education in public schools. Furthermore, the imperative of multilingual education has implications for teacher training aimed at **empowering teachers to cope with multilingual school settings**. This training should preferably be delivered as in-service life-long learning programs for managing multilingual classrooms and **embracing diversity of the language capital in classrooms as an advantage**, rather than considering it an impediment. There is also a need for a shift away from a main focus on the teaching of grammar, and for a greater emphasis on language learning through communication and early language immersion. It is also important to highlight similarities rather than differences between languages (e.g. among Romance languages), teaching language for specific purposes, and promoting **diversity and linguistic tolerance** as a natural state in schools, as well as on national TV stations.

All this raises important questions regarding curriculum development and the need to devote more attention to matter of the learning outcomes that may be expected after 12 years of schooling. This learning should be connected to a consistent set of citizenships competences, relational competences, communication skills critical for career development, **language skills crucial for inclusion** and respect for the different specific needs for specific groups, which ought to be independent from the type of school attended (e.g. academic, vocational or artistic). Teachers should be allowed more flexibility to adjust the curriculum in order to reach these outcomes and address inclusion issues with the students. Another important means for managing multilingualism

The following 25 representatives of 24 stakeholder organizations participated in the Stakeholder Forum meeting

1	Eulália Alexandre	<i>Direction General for Education, Portugal</i>
2	Alexandra Assis Rosa	<i>European Society for Translation Studies-EST</i>
3	Conceição Bernardes	<i>Agrupamento de Escolas Dra Laura Ayres</i>
4	João Costa	<i>Secretary of State for Education, Ministry of Education of Portugal</i>
5	Cristina Felício	<i>Association Portugaise des Professeurs de Français-APPF</i>
6	Sónia Ferreirinha	<i>Portuguese Association of Teachers of English-APPI</i>
7	Carmen Fonseca Mora	<i>ReALL, University of Huelva</i>
8	João Guerreiro	<i>Comissão Nacion Ensino Superior</i>
9	Angela Keil	<i>International Association of Conference Interpreters</i>
10	Karijn Helsloot	<i>Windesheim, University of Applied Sciences, Zwolle</i>
11	Ana Lopes	<i>Europe Direct Information Center-CCDR</i>
12	Terry Lamb	<i>Fédération Internationale des Professeurs de Langues Vivantes-FIPLV</i>
13	António Lopes	<i>PETALL Project</i>
14	Jorge Machado	<i>Associação Backup</i>
15	Manuel Moreira da Silva	<i>Network Association of Language Centres in Higher Education in Portugal-ReCLes.pt</i>
16	Sofia Martins	<i>Cooperativa de Educação Cooperação e Desenvolvimento-ECOS</i>
17	Elisabete Pires	<i>Association Portugaise des Professeurs de Français-APPF</i>
18	Alexandra Rodrigues Gonçalves	<i>Direção Regional da Cultura do Algarve</i>
19	Sandra Schneider	<i>Bureau de Échanges Linguistiques du canton du Valais (CH)</i>
20	Mirian Tavares	<i>Centro de Estudos em Artes e Comunicação-CIAC</i>
21	Piet Van de Craen	<i>European Language Council-ELC</i>
22	Coe van der Meer	<i>Mercator Research Centre</i>
23	Maria Teresa Zanola	<i>REALITER</i>
24	Susana Esculcas	<i>Município de Ponte de Sor</i>
25	Rita Pedro	<i>Interdisciplinary Centre for Social and Language Documentation-CIDLeS</i>

currently used in Portugal is **the promotion of parental involvement and parent literacy** through efforts at municipal level. Further attention to **migrant children with language impairments** is needed, which is why Portugal is about to develop a set of cross-linguistically robust markers of language impairment in order to diagnose children on time and to avoid double segregation resulting from the conjunction of minority status and impairment. Finally, João Costa stressed Portugal's tradition as well as current determination to accept the new wave of refugees, and to curb xenophobic attitudes stemming from ignorance with proactive inclusion policies.

In the second invited talk *Multilingualism, mobility, education and learning – Towards a sustainable approach*, Prof. **Piet Van De Craen** focused on remedial teaching, empowerment of students, the need to reconsider educational practices and achieving **sustainable multilingualism**. One of the key points made was the need to tackle the challenge of designing a **policy for the future** without a clear picture of what society would look like only a few years from now. He stressed that teachers today are paralyzed by the complexity of challenges they face in the classroom. The talk also highlighted the necessary shift towards learning by doing, implicit and sustainable learning, illustrating it with examples of **Content and Language Integrated Learning (CLIL)**, in which language is the means rather than the topic of instruction. Issues such as the processes underlying CLIL learning and the effects of CLIL learning at different levels of education, have been identified as recent challenges. It was also stressed that **sustainable language policies are the ones that last, are in line with the results of scientific research and with educational tradition**. CLIL is implemented in nearly all European countries and its acceptance and implementation are often a product of the historical and economic evolution of a particular country or region. Further parameters include standardisation, dominance, threats and legislation. The challenge for MIME is to create policy recommendations that would accompany exogenous change, and be able to **induce and steer endogenous change** accordingly in educational practices.

The presentation by **Terry Lamb**, titled *Developing a cohesive approach to multilingual education: An FIPLV perspective*, problematized issues such as inclusive curriculum and multilingual pedagogy, high vs. low status of languages and examples of successful promotion of foreign language learning in the UK, with language taster classes and increasing intrinsic motivation for language learning and out-of-school learning. One of the aims of FIPLV is to promote multilingualism and plurilingualism as resources and not as problems. FIPLV has participated in different multilingual projects such as the **Supporting Multilingual Classrooms** workshops, Council of Europe platform of resources and references for plurilingual and intercultural education (www.coe.int/t/dg4/linguistic/langeduc/le_platformintro_EN.asp), enabling member states to benefit from the experience and expertise of other member states in formulating their programmes relating to the languages of schooling and the teaching of language. Further projects in which FIPLV has taken part include **PlurCur**, which promoted a global approach to languages in which languages are the medium of instruction of different subjects; the **Maledive project** on teaching the language of schooling in the context of diversity and study materials for teacher development; the ECML **FREPA** project, encompassing ECML training and consultancy, teacher training and teaching and learning materials; the **Parents** project in which parents and teachers work together to support multilingual and intercultural education. Working with parents as partners facilitates not only language acquisition, but also the development of positive attitudes towards otherness, attitudes which are necessary for the harmonious development of individuals and society. The ECML **Collaborative community approach to migrant education (EDUCOMIGRANT)** project explored new ways to enhance young migrants' education by developing links between schools, the home and local partners in education.

3. Presentations of other stakeholders and round table discussion

The round table discussion was structured around five main themes:

1. To date we have been arguing for the integration of multilingual concerns with the broader movement for inclusion in education. In view of the notorious difficulty in reforming formal education systems, however, how much emphasis should MIME place on making schools more multilingual and inclusive relative to other policy recommendations?
2. Mobility increases exertion in communication. When it comes to language learning or linguistic adaptation, a heavier part of the burden is usually carried by migrants. In your opinion, and judging from the situations you are familiar with, how much effort could the receiving population be expected to make in order to share this burden?
3. Language education and education in languages are components of linguistic rights. How can these rights be developed within education while respecting mobility and inclusion? Moreover, a number of communication problems are bound to the linguistic uneasiness of the speaker. Uneasiness may arise both because of insufficient formal education lack of fluency in the host society's spoken code(s), which is acquired mainly by means of informal education. How much emphasis should MIME place on combining formal and informal education? And towards which kind of education?
4. In different European contexts, bilingual education (local/regional/national language and heritage language) is seen as a strategy for inclusion. How can research contribute improving its impact? Apart from WP3, are there other research topics in the MIME project that you consider important for pointing out ways in which informal and non-formal language education need strengthening and integrating with other areas of social policy?

5. Mobility in Higher Education (HE) is a factor for internationalization. How can language diversity be maintained in HE and what is the relevance of international exchange programs for it? How can the different statuses of languages in HE turn out to be assets or constraints for mobility and inclusion?

The following feedback and policy recommendations were put forward by the attending stakeholders, emphasising the need to:

- » develop language policies based on facts and careful consideration of the situation in the field;
- » create flexible and effective local policies and develop adaptable curricula and assessment methods to suit the needs of the local multilingual context;
- » develop a language policy that would effectively take into account the situation of people with a very low level of social inclusion;
- » find the right balance between EU, member states' and local authorities with respect to language policies, avoiding ambiguity regarding their respective responsibilities;
- » study the impact of multilingualism on creativity;
- » study the motivation of choices that language users make between dominant and non-dominant languages in various contexts;
- » jointly support different means of maintaining multilingualism, such as translation, multilingual education, language protection, etc.
- » better understand the balance between the institutional vs. private levels of multilingualism;
- » respect and protect regional, minority, endangered and migrant languages and maximise users' freedom of choice in language;

- » provide continuing education for teachers in order to empower them to manage multilingual classrooms;
- » acknowledge informal learning and directly involve parents in multilingual projects;
- » bank on the existing language capital of classrooms and communities;
- » take an interdisciplinary approach to tackling the multilingual challenge via targeted language teaching and supportive policies, and promote the use of national languages;
- » offer simple solutions despite the complexity of the challenge;
- » proactively disseminate and share the knowledge and solutions and target appropriate implementation channels.

4. Wrap up and conclusion

The meeting came to a close at 17:45 with conclusions from Prof. Tom Moring, President of the MIME Advisory Board; of Prof. François Grin, MIME project coordinator. The MIME stakeholders who participated in the MIME Stakeholder Forum meeting II come from diverse professional backgrounds (governmental, private and public sectors), face different realities, have different needs and practice different solutions to the multilingual challenge. The stakeholders expressed the need to fine-tune language policies and find innovative solutions to maximize their scope, efficiency and impact, as well as their willingness to implement innovative approaches in practice. There are, however, some open questions, such as whether the research efforts and solutions are in line with actual practice and needs, and if the society is ready to support educational programmes that require considerable investments at the time of severe austerity measures governments are forced to impose. MIME is faced with a challenge of offering creative, innovative and flexible policy orientations. Identifying organizations through which such policies can be brought to the field constitutes a further plus.

To continue the discussion beyond the Stakeholder Forum meetings, the project administration will set up a discussion forum on the Stakeholder Forum section of the MIME website, which should serve as an easy contact point for MIME researchers and stakeholders, with topics and questions proposed by the WP leaders, and invite the stakeholders to engage in active discussion and exchange regarding the practical needs of the different groups of stakeholders and their constituencies.