



LANGUAGE RICH EUROPE

MULTILINGUALISM FOR STABLE
AND PROSPEROUS SOCIETIES



**Key quotes and promising initiatives from
LRE researchers in each country/region**

This project is delivered by a consortium of over 30 partners and is co-managed by a steering group



With the kind support of our sponsors



Project publisher



With the support of the Lifelong Learning Programme of the European Union



www.language-rich.eu
info@language-rich.eu

Table of Contents

AUSTRIA	4
BASQUE COUNTRY	5
BOSNIA AND HERZEGOVINA	5
BULGARIA	7
CATALONIA	8
DENMARK	9
ENGLAND	10
ESTONIA	12
FRANCE	13
FRYSLÂN	14
GREECE	16
HUNGARY	17
ITALY	19
LITHUANIA	19
NORTHERN IRELAND	21
POLAND	22
PORTUGAL	22
ROMANIA	23
SCOTLAND	25
SPAIN	27
SWITZERLAND	27
UKRAINE	30
WALES	31

Austria

Census data

The calculation of minority language speakers in official censuses (based on the category of colloquial languages, Umgangssprachen) is criticised by minority rights organisations, which state that many minorities choose German as their main language 'due to actual or perceived pressure', as the Council of Europe's Advisory Committee on the Framework Convention for the Protection of National Minorities states in their third opinion on Austria. The Advisory Committee 'strongly encourages the Austrian authorities to ensure that any future census related to language use contains open-ended lists and allows for the possibility to indicate multiple languages and identities.' (Advisory Committee 2011: 11-12).

National Language

Proficiency in German is regarded as the key to integration. Immigrants to Austria have to pass a language exam (level A1) before entering the country. With these prerequisites, Austria is similar to Germany, France, Denmark and the Netherlands (Bundesministerium für Inneres 2011).

Native languages of migrants

Due to the demographic development, the expansion of Muttersprachlicher Unterricht (immigrant language education), especially on the primary level is regarded as a government priority. The aim of Muttersprachlicher Unterricht is defined by the curriculum as enabling bilingualism and equality of mother tongue and German.

Teacher recruitment

For immigrant language teaching, as well as for other foreign and minority languages, the main challenge is not only expansion, but also quality improvement. In both respects, the number of qualified teachers is a key challenge demanding reforms in teacher education (Bundesministerium für Unterricht, Kunst und Kultur/Bundesministerium für Wissenschaft und Forschung/Österreichisches Sprachen Kompetenz Zentrum 2008: 88-91).

Promising initiative

Sag's multi is an annual rhetoric competition for bilingual pupils organised by an association of business people, the Verein Wirtschaft für Integration (VWFI) together with EDUCULT. Pupils from grade seven (age 12) onwards present their speeches switching between their first language and German. Since 2009, approximately 700 pupils already took part in the competition, presenting in more than 40 languages.

Basque Country

Basquisition

A special aspect of education in the Basque Country is the linguistic *Basquisition* of adults. For centuries, the relationship between Basque and Spanish or French was one-way. Many Basque speakers abandoned their language and, either of their own free will or forced by circumstances, they adopted one of the official languages. Since the sixties, the relationship between Basque and Spanish or French has been reciprocal. Basque continues to lose speakers in the French Basque Country, but, at the same time, many Basques whose mother tongue is French or Spanish are learning Basque. Some people who have learned Basque in adulthood have obtained such a command of the language that they have become famous writers in Basque or even members of the Academy of the Basque Language. Currently, as many as 40,000 people are learning Basque or improving their level in the so-called *euskaltegis*, centres for adult learning and the perfecting of Basque. Without *euskaltegis* and the enlargement of the Basque-speakers community, the revival of the language (in the sense that this term has been used so far) would have been almost impossible.

Promising initiative

Multilingualism is a challenge for a society which is far from being 100 per cent bilingual. The gradual move towards a bilingual society must therefore be combined with the growing need and demand for multilingual strategies. One of these strategies is already on track: a pilot has been developed to introduce a trilingual framework into primary and secondary education. Around 120 schools have adopted this new framework, which will probably extend to the entire educational system eventually.

Within the realm of new technologies, a big effort is currently being directed towards creating a machine-translation system that can translate texts and websites from Spanish and English to Basque and vice versa. This new tool will be based on a powerful grammatical analyzer and a big public repository of translation memories.

The goal of these (and other) initiatives is not easy to achieve, but it is, at the same time, a very attractive one: to develop and strengthen multilingual profiles in a society that wants and is trying to increase the use of Basque, the socio-linguistically weakest language.

Bosnia and Herzegovina

Official languages

Bosnia and Herzegovina is a multinational and multilingual country, where there are three official national languages, *Bosnian language*, *Croatian language* and *Serbian language* (two alphabets, *Latin* and *Cyrillic*). These three languages are emerged from the former Serbo-Croatian and Croatian-Serbian language, which was the official language in ex Yugoslavia. Disintegration of Yugoslavia, in Bosnia and Herzegovina are grammatically standardized *Bosnian language*, *Croatian language* and *Serbian language*, which are established by legislation as the three totally equal languages on the whole territory of Bosnia and Herzegovina. The differences between these languages are minimal from grammatical, lexical and phonetic point of view. This practically means that all three languages are fully understood to all speakers in Bosnia and Herzegovina, which are free to decide which of these languages they want to use in their everyday life (including official communication).

Country context

The Federation of Bosnia and Herzegovina is divided into ten Cantons, which are considered as federal units within the entity and who have a high degree of autonomy. Because of the high complexity in the state structure, there is no coherent access to education or linguistic policy, so that, the condition is very diverse in terms of formal linguistic situation. First of all, this refers to the difference between the entities, but the situation is even more heterogeneous between the Cantons, since each canton has its own Ministry of Education, and thus their own internal laws in this field.

Languages in education

In pre-primary, primary and secondary education is usually offered 5-6 languages such as English, German, French, Italian, Russian and Arabic, depending on the Entity or Canton in which the school is located, while at higher education institutions throughout Bosnia and Herzegovina are taught languages such as English, German, Italian, French, Spanish, Turkish, Arabic, Persian, Latin, Greek, Russian and Czech.

Languages on Radio and Television

There are three state broadcasters: radio and television at the state level (Radio and Television of Bosnia and Herzegovina – BHRT) and radio and television at the entity level (Radio and Television of Federation of Bosnia and Herzegovina – RTV FBiH and Radio and Television of Republic of Srpska – RTRS). It is interesting to mention that on television at the state level are using two alphabets, so that one day the program broadcasting in Latin, and one day in Cyrillic.

Bulgaria

Mother tongue tuition

The 1991 Constitution declares Bulgarian the country's sole official language (article three), but it also guarantees (article 36) the right for 'citizens whose mother tongue is not Bulgarian' to study and use their mother language. Bulgaria has been a State Party to the Framework Convention for the Protection of National Minorities since 7 May 1999. Turkish, Roma and other minorities are now entitled to mother tongue tuition.

National language from an early age

The national programme for the development of school instruction and pre-school education (2006-2015) mentions the necessity to provide children whose mother tongue is not Bulgarian with programmes in the Bulgarian language adapted to their special needs during the year of pre-school education which has been obligatory since 2003. The National Education Law, amended in 2002, introduced a specialised curriculum in the Bulgarian language for these children.

Mother tongue or a Modern Foreign Language?

Official curricula for four languages offered as 'mother tongue' subject (Turkish, Armenian, Hebrew, Romani) for primary and secondary education can be found on the MoEYS website. Mother tongue tuition is not compulsory; it is only a 'compulsory elective subject' course which means it can be chosen from a list of alternative subjects including English, German, French or Russian. This is why few Turkish children take these courses, and their number has been decreasing in recent years.

Widespread CLIL in secondary

There is a dense network of schools that are 'foreign languages oriented' (in all or part of their classes) all over the country. These schools use the first foreign language as a medium of instruction for a variety of subjects including mathematics, physics, chemistry, biology, geography, history, and philosophy. These subjects are taught using Content and Language Integrated Learning (CLIL) methods from the beginning of upper secondary education (ninth and tenth year).

Promising initiative

Lilyana Kovatcheva, Director of the Centre of Educational Integration of Children and Young people from the Minorities (affiliated to MoEYS), was one of the six national consultants for The Curriculum Framework for Romani, created by the Language Policy Division of the Council of Europe in 2008 (http://www.coe.int/t/dq4/linguistic/Romani_doc_EN.asp).

Catalonia

Bilingualism

Catalan is the main language of education (children are, however, entitled to be taught in Castilian in their first years of education if their parents ask for it); and all children shall be bilingual and biliterate in these two languages by the end of compulsory education. Comparative results show that this model results in the bilingualism of most children, although Castilian is still better known (see Vila 2008, 2010).

Need to consider demand as well as supply

The Language Rich Europe project is focused on language policies and on supply, but supply can only be duly analysed when demand and results are taken into consideration. In its current linguistic ecosystem, a comparatively small supply of Castilian at school produces high results in language proficiency, while a small supply of English produces low results in this language. In other words, the ways that lead to plurilingualism may be different for each language in each situation, and the whole linguistic ecosystem has to be taken into account.

Community initiatives to support languages spoken by migrants

As a whole, the questionnaire adequately reflects the weak position of 'immigrant languages' in Catalonia, a position consistent with both their recency and their heterogeneity. In its current design, the questionnaire is conceived to detect only initiatives which affect large tracts of society. In the future the methodology could be developed to incorporate community initiatives more available to new, less established immigrant groups — such as extra-school language courses, community libraries and bookshops, satellite television or television consumption via the Internet.

Promising initiatives

Several programmes of Language volunteers, sponsored by both public and private initiatives, have resulted in the creation of 'linguistic couples' which have made it possible for thousands of Catalan-language learners to practice the language with fluent speakers all over Catalonia (cf. Boix-Fuster, Emili, Joan Melià, and Brauli Montoya. 2011. 'Policies promoting the use of Catalan in oral communications and to improve attitudes towards the language.' Pp. 150-181 in *Democratic Policies for Language Revitalisation: The Case of Catalan* edited by M. Strubell i Trueta and E. Boix-Fuster. Basingstoke, England: Palgrave.

Vila (2010) describes a number of activities addressed at raising awareness of minority languages developed in Catalonia such as the Language Gymkhana or the Amazigh Spring.

Proxecto Galauda (<http://phobos.xtec.cat/galauda/> [in Galician]) is a project which has taught Galician in Catalonia and Catalan in Galicia in several secondary education centres as a way to enlarge the linguistic repertoire and raise awareness about the value of linguistic diversity.

Denmark

Broadening the range of languages

Until 2002 extra-curricular education in immigrant languages was provided at primary school level and funded by the government. This is still the case for students from the EU, EEA, Greenland and the Faroe islands. For all other students, since 2002 it has been up to each local community to provide education in immigrant languages. Therefore education in immigrant languages is only offered in large communities with a high number of immigrants, for example Copenhagen.

A recent committee-report "Sprog er nøglen til verden" (2011) suggests the introduction of English already in the first year of primary school and the introduction of a third language (German or French) at the age of 11-12. Furthermore, the report suggests that a broad range of languages such as Arabic, Chinese and Portuguese/Brazilian should be offered as electives.

Should we make languages optional in secondary?

Danish and English are the only compulsory languages, whereas Ancient Greek, Arabic, Chinese, German, French, Italian, Japanese, Latin, Russian, Spanish and Turkish have been optional since the latest reform in 2005. The reform has led to a dramatic decrease in the number of students that learn many foreign languages. The number of students who are taught three foreign languages dropped from 41 per cent to three per cent and in spite of minor adjustments of the reform, the picture has not changed significantly

Companies worried about language skills of employees

More than 25 per cent of the large businesses use English as the corporate language. The use of other languages and of translation services is decreasing. Danish Industry has expressed severe concerns about the falling numbers of language students and has suggested combined competences, i.e. the combination of engineering skills and language skills as one of the solutions

English at the expense of other languages – a threat to diversity

During the last ten years English has gained a much stronger position at the cost of German and French. The parallel Danish/English language strategy of the Danish Government has strongly supported this development. Language skills in foreign languages including the Scandinavian languages are

decreasing, and the command of immigrant languages such as Arabic and Turkish has not been promoted as an asset.

Promising initiatives

Content and Language Integrated Learning (CLIL)

At Købmagergade skole in Fredericia experiments with internationalisation and Content and Language Integrated Learning have been taking place since 2001. In 2005 an international stream was established for the lower secondary level where sciences such as biology and mathematics were taught in English by native English teachers.

Centre for Internationalisation and Parallel Language Use (CIP)

The Centre for Internationalisation and Parallel Language Use (CIP) was established in 2008 at the University of Copenhagen in order to augment the University's efforts to implement a language policy based on the principles of parallel language use.

Nordic Language Coordination

Nordic Language Coordination was established in 2009 under the auspices of the Nordic Council of Ministers in order to enhance the mutual understanding between the speakers of the mainland Scandinavian languages: Danish, Swedish and Norwegian.

Tegn på sprog (Sign of language)

Tegn på sprog is a research and development project established in 2008 for a period of 6 years by the Ministries of Education and Integration in broad cooperation with universities, university colleges and schools. The aim of the project is to gain insights into how children with Danish as their second language approach written Danish, and to develop new teaching strategies.

England

The complementary sector

A flourishing voluntary "complementary" sector provides opportunities for children to learn languages spoken in their communities. This serves both primary and secondary school children (and earlier). A 2005 survey¹ found provision in after school and Saturday classes for at least 61 languages. An innovative national programme, **Our Languages**, ran from 2008-2010 to promote and strengthen this provision and to draw it into contact with mainstream schools. Under this scheme any language may be offered in primary schools, and some languages of the wider world are taught, usually in

areas with large minority populations and/or as part of “language taster” and intercultural awareness programmes

¹ Community Language Learning in England, Wales and Scotland, CILT, 2005

Languages “strategically important and vulnerable” at university

Since 2005 languages have been designated ‘strategically important and vulnerable subjects’ in English higher education. This means that they qualify for additional public funding to address declining national capacity. There is a lack of degree courses in the four most widely spoken community languages (the UK term for what LRE refers to as immigrant languages): Urdu, Cantonese, Panjabi and Bengali, and barriers to professional training in community languages for teaching, translation and interpreting have been identified as concerns¹.

Languages remain on the political agenda

England’s lack of “national capability” in languages has been a matter of considerable debate in recent years and in particular since the Nuffield Languages Inquiry of 2000. At policy level and in public discourse, languages are described as important, but in practice and provision there have been many fault lines. This is undoubtedly a reflection of the growing importance of English as a lingua franca and a continuing perception that “English is enough”, and that other languages are “important but not essential”¹. Despite this there has been significant progress and innovation in introducing the early learning of other languages, in supporting community languages and in promoting of language competence to young people. Partly as a result of this, languages remain on the political agenda – the case is not closed.

Promising initiatives

The *National Languages Strategy (2002-2011)* was responsible for a number of key initiatives, especially the creation of a framework for language learning 7-11 (*The Key Stage 2 framework for Languages*) and a new assessment framework (*The Languages Ladder/Asset languages*) based on the CEFR. It also supported links between mainstream and complementary schools such as the *Our Languages initiative*.

Routes into Languages, managed by the University of Southampton has targeted secondary school students with messages about the importance of language learning through direct engagement with universities and student ambassadors. It has brought universities into contact with schools and developed some highly successful models of collaboration.

The 2011 report *Labour Market Intelligence on Languages and Intercultural Skills in Higher Education* (CILT) demonstrated the need for a wide range of languages across both public and private sectors in combination with different workplace skills.

In 2011 a new campaign was launched to support language learning - *Speak to the Future*. This has built a broad coalition of support around 5 key issues to promote the importance of language skills and bring about changes in policy and attitudes.

ESTONIA

Country context

During the Soviet period (1945 – 1985), Estonian continued to be developed, but to a lesser extent than previously. At the time, Union-wide centralised management in Russian prevailed in various sectors of the economy. The Russian language also spread to other areas of life. Non-Estonian speaking Soviet citizens who had moved to Estonia were employed in the public sector, but knowledge of Estonian was not required of them until 1989. Since then, more attention has been paid to creating opportunities to learn Estonian for all residents of the country, as well as for learning foreign languages. The language policy also aims to support the right of national minorities to maintain their cultures.

Official documents

The Language Act focuses on the conditions of using varieties of Estonian, foreign languages, minority languages and Estonian sign language, plus the language use of people with special needs. Language development strategies have a significant role. The language council set up by the Minister of Education prepared the first strategy for the development of Estonian for the period 2004-2010; the Estonian Language Development Plan has been prepared for the period 2011-2017.

Support to the national language

To non-Estonian speaking children, Estonian is taught from the age of three, with the state supporting language training through local governments. Many of the nursery schools in which Estonian is taught have participated in the language immersion programme since 2003. Nursery school teachers affiliated with the programme have been specially trained.

Teaching the mother tongue (Estonian language and literature or Russian language and literature) is compulsory in the first stage of primary school (as well as in all subsequent stages of schooling). [...] In schools with a language of instruction other than Estonian, the national language is taught from Grade One. The first Estonian-language study programme for schools with another language of instruction was adopted in 1997. To support the learning of Estonian as the second language from Grade Six, many schools have joined the late language immersion programme. In 2007 the transition to partially

Estonian-language instruction began in schools with other languages of instruction; this academic year 60 per cent of the minimum number of compulsory courses are taught in Estonian. Learning outcomes for Estonian as the second language are assessed in accordance with the Council of Europe system of uniform language proficiency levels.

The transition to Estonian-language instruction in schools with languages of instruction other than Estonian which began in 2007 has required and will require a lot of resources. The transition has been more successful in schools that joined the language immersion programme.

France

Diversity of languages

France (Metropolitan France and overseas territories) is a country where a large number of languages are spoken, be they endogenous or a consequence of migration. As part of its work on the *European Charter for Regional or Minority Languages*, the Ministry for National Education, Research and Technology and the Ministry of Culture and Communication commissioned the linguist Bernard Cerquiglini to produce a report on *The Languages of France* which was presented to the authorities in April 1999. It listed 75 'languages spoken in the country other than the official language'. These are languages 'spoken by French nationals' and the many languages spoken by migrants should therefore be added to this list. On this point it should be highlighted that, for ethical reasons, in France there is no monitoring of ethnic or national minorities.

However, with regard to the transmission of the languages of migrants and regional languages, the 1999 census provides interesting data. It shows that 26% of French people were raised by parents who spoke a language other than French at home. The respondents cite 6700 'names of languages' corresponding to around 400 languages identified and catalogued by Ethnologue (www.ethnologue.com) with an ISO 639-3 code. As for the rate of transmission of languages, for the languages of migrants it is 86% for Turkish, 25% for Polish and, for regional languages, 45% for Alsatian and 10% for Breton. This means that migrant languages are transmitted more than regional languages and that the more recent the migration, the higher the rate of transmission. As for regional languages, their transmission rate is constantly falling.

Finally, French, the official language of over thirty countries in which it is the second language and has a wide range of forms, is also taught as a foreign language to migrant groups in France.

Regional languages

Article 2 of the French constitution (amended on 25 June 1992) stipulates that 'the language of the French Republic is French' and article 75-1 (amended on 23 July 2008) states that 'regional languages are part of national heritage' (it should be noted that these languages are not listed). Moreover, these regional languages (Basque, Breton, Catalan, Corsican, Creole, Occitan...) are taught at secondary level and there are regular competitive exams to recruit teachers (CAPES). Article 1 of the law on 'the use of the French language' (4 August 1994), the so-called 'Toubon Law', specifies that French is 'the language of teaching, working and discussion in public services'. Other articles of this law will be cited below under the relevant headings.

Foreign languages

Under the compulsory foreign language syllabus in secondary education, pupils can choose between more languages than in most other European countries. These are divided into two types according to two political approaches: the languages of European member states on the one hand, and languages that are in keeping with France's foreign policy choices (Arabic, Chinese, Japanese, etc.). Pupils (or parents) tend to favour English, followed by Spanish and German. It should be noted that Russian has fallen out of favour in parallel with the fall of the Berlin Wall and that Arabic is mainly chosen by pupils of immigrant origin.

In universities many languages are taught, thirty for example at the University of Aix-Marseille, and a specialised higher education institute such as the *Institut National des Langues et Civilisations Orientales (INALCO)* teaches 93 different languages.

Public Services, Public Space

In the public sphere, regional languages appear on street signs in some towns and on the road signs of some highways next to the French language form. The situation varies substantially from one region to another: Corsican is very prevalent in Corsica, Breton and Occitan less so in their respective regions.

The Business World

With regards the use of languages in companies, the most prevalent languages (English, Spanish, German, Dutch, Italian, Portuguese) are European languages.

Fryslân

Frisian

Frisian is the official language of the province, next to Dutch, making Fryslân the only officially bilingual province of the Netherlands. Slightly more than half

of the population of Fryslân has Frisian as their mother tongue. The large majority of the inhabitants can understand the language either well (20 per cent) or very well (65 per cent). Three quarters of the population are able to speak Frisian at a reasonable to high level. Again three quarters of the population can read Frisian reasonably, well, or very well. However, only 12 per cent can write well in Frisian (Provinsje Fryslân, 2011a).

Data collection

Most of the 27 municipalities in Fryslân have a specific language policy (Provinsje Fryslân, 2011a). Every four years the Provincial authorities carry out a basic survey into Frisian language proficiency and use in the province ('De Fryske taaltlas'). The first edition of this survey appeared in 2007; it provides the authorities in Fryslân with basic information to develop their language policy (Provinsje Fryslân, 2011a). These surveys do not provide information on immigrant languages; the focus is on the Frisian language.

Frisian in education

There are over sixty bilingual (Dutch-Frisian) or Frisian playgroups in Fryslân (Sintrum Frysktalige Berne-opfang, 2011). The centre for Frisian-language day care ("Sintrum Frysktalige Berne-opfang") is responsible for running those playgroups (Riemersma & De Jong, 2007).

Frisian language is a compulsory subject in primary education in Fryslân. The national education laws permit the use of Frisian as language of instruction, and many schools do so. However, more time is spent on Frisian in the lower than in the higher grades. A quarter of all primary schools do not use Frisian as language of instruction at all (Inspectie van het Onderwijs, 2010).

In secondary education Frisian as a subject is compulsory in the first two grades. It can be taken as an exam subject, but not all secondary schools offer it (Inspectie van het Onderwijs, 2010), nor do many pupils take the exam: in 2011, only 47 pupils took exams in Frisian (Alberts & Erens, 2011).

Promising initiatives

Language pack

Upon registering the birth of their child, parents in Fryslân are presented with a language pack ('Taaltaske'). This language pack is offered by the province of Fryslân. The aim is to point out the advantages of plurilingualism. The materials in the pack include a brochure about plurilingualism, a Frisian children's book, and a CD with children's songs (Provinsje Fryslân, 2011b).

Trilingual education

Within the province there are several trilingual primary schools. Those schools use Dutch, Frisian, and English as languages of instruction.

Greece

Official documents

There is no official language policy document in Greece at the present time. The issue of regional, minority and immigrant languages is politically sensitive (Kiliari, 2009).

Turkish in education

There are examples of schools offering education in Turkish in the Thrace area this is presented as provision for the Muslim minority with no reference explicitly made to the language of this community in a policy document. At primary level Turkish is offered in the schools in the Thrace region for the established population from the various exchanges between Greece and Turkey. There are more than 200 schools offering Turkish at primary level although that has decreased in recent years. By secondary level this reduces to less than 10 (Συντονιστικό Γραφείο Μειονοτικών Σχολείων - Coordination Office of Minority Schools, 2011).

Support to the national language in VET

The VET in Athens implemented a large number of training programmes in the Greek language for refugees/immigrants/repatriates offered by the Ministry of Labour and Social Security. In total 15 programmes of 300 hours each were implemented for 323 refugees/immigrants/repatriates who then took an examination for the certificate of attainment in Greek organized by the Centre of Greek Language.

Languages at universities

Universities demonstrate much wider coverage of a diversity of languages which is likely influenced by programmes like Erasmus. There are initiatives to cater for students coming from different countries but also offering learning opportunities to Greek students in different languages, both European and non-European. There is evidence of experimental practice in schools which is generated by university departments (e.g. the CLIL project in Thessaloniki is headed by Aristotle University of Thessaloniki). There are academics working in the area of multilingualism and intercultural communication in the university sector – we experienced problems locating these areas represented in other strands or the existence of NGOs or government bodies developed with a view to widening participation and representation of different linguistic communities.

Languages in Business

Foreign languages are highly sought after in the business sector and are considered essential rather than desirable. The pragmatic use of most Balkan languages can be seen in communication due to strong business and

commerce links with neighbouring countries. Where these languages are not present in the workplace, English is used as a default lingua franca and the highest value appears to be attached to a fluent working knowledge of English as a result.

Hungary

Minorities

The proportion of minorities living in the present territory of Hungary is nearly three per cent by 2001 census data and about eight to ten per cent by estimates. The largest minority is the Roma: according to different estimates the Roma constitute six to ten per cent (600.000 – 1 million) of the countries' total and 60 per cent of minority population. Today, despite the existing legal framework declaring Roma an ethnic minority, there are different social, political and ideological practices amongst both researchers and policy-makers in terms of whether 'the Roma issue' should be approached as a social or as an ethnic problem.

Regional / minority languages

*Act LXXVII of 1993 on the Rights of National and Ethnic Minorities*¹ recognized 13 minority languages: Armenian, Bulgarian, Croatian, German, Greek, Gypsy (Romani and Boyash), Polish, Romanian, Ruthenian, Serbian, Slovak, Slovene and Ukrainian. *Act XLIII of 2008* included Gypsy languages (Romani and Boyash) under the scope of the commitments of the Republic of Hungary under Article 2(2) of the Charter. There is official provision in nationwide education for all the 13 languages referred to in the Nationalities Act. At present, there are 927 kindergartens with a minority education programme (21 per cent of all kindergartens in Hungary), however, only nine are maintained by minority self-governments.

In secondary education, there is a dramatic drop in the number of students in minority education after grade eight¹.

Teacher training for R/M language teaching

In Hungary, there are six higher education institutions training minority language teachers. Teacher-training of Armenian and Ruthenian is completely missing. Six higher education institutions are dealing with the training of lower elementary teachers of Croatian, German, Romani/Boyash, Serbian, Slovak and Romanian languages. Seven institutions provide minority kindergarten teacher-training programmes in Croatian, German, Romani/Boyash, Serbian, Slovak, Slovene and Romanian languages. Taking into account all R/M languages, in the eight institutions, there were 79, 87, 66 and 93 enrolled students in 2006, 2007, 2008 and 2009, respectively. Due to the decreasing number of students opting for minority teacher training, continuous operation

of minority public education system – except German – is already being endangered. (Nemzeti és Etnikai Jogok Országgyűlési Biztosa, Jelentés a nemzetiségi felsőoktatás helyzetéről, Budapest, 2011, pp. 4-7.)

Sign language in the media

According to the new Hungarian Sign Language Act, the public service and national television broadcaster shall ensure that in the course of its broadcasting service all announcements and newscasts of public interest, motion pictures and public service programmes are available with Hungarian subtitling or sign language interpreting for at least two hours in 2010, four hours in 2011, six hours in 2012, eight hours in 2013, ten hours in 2014, and entirely as from 2015, with respect to each calendar day. Programme providers tend to comply with this obligation mainly by subtitling.

Promising initiatives

As an example of openness to the Roma culture and families, the *Kedves Ház* (Nice House) in Nyírtelek must be mentioned first. The pedagogical philosophy of Kedves Ház is based on the approach of 'children-mature' kindergarten/school, its main characteristics are the following: pedagogical practice built on the child's 'brought knowledge' and 'self-enforcement', community building and co-learning based on the comprehension and acceptance of individual and cultural otherness (multi-cultural values, integration of intercultural educational contents, curriculum differentiation, cooperative learning, project pedagogy, experience gaining and action-oriented learning), and 'bridge building' between the institution and the family.

The *Pedellus programme*, which has been operating in several schools of the Ózd micro region since 2002, also focuses on the establishment of relationship between the school and the family, between the representatives of the Roma culture and the educational institution. The essence of the programme is employing Roma people – often parents – in the school for the extracurricular activities, communication, and contact maintenance with the families. The activity of these school assistants (pedellus) contributes significantly to the integration of Roma children and the understanding of community expectations.

The *Gandhi Public Foundation and High School* in Pécs was founded in 1994. It is the first secondary education institution (offering school-leaving 'Matura' exams) for the Roma communities in Hungary and Europe, as well. Students have the opportunity to familiarize themselves with both languages spoken by Gypsies in Hungary: the Boyash and Romani languages. In course of Roma/Gypsy ethnography courses, students are introduced to the tradition, culture, history and folklore of the Roma people, and learn about the works of Roma authors. (Bartha Csilla – Hámori Ágnes (2011): Cigány közösségek, nyelvi sokszínűség és az oktatás nyelvi kihívásai – magyarországi helyzetkép. In: Európai Tükör, XI. évfolyam, 3. szám, pp. 107-131.)

Italy

Country context

At the present time Italian is used as the main language by around 90 per cent of the Italian population, also as the spoken language (ISTAT, 2007). This is a radical change to the centuries old idiomatic Italian tradition, characterised by a prevalence of local languages to Italian. Before the Unification of Italy (1861), Italian was the language used for centuries as the literary language, and it was only spoken in the Florentine-Tuscan and Roman areas (De Mauro, 1963, 1979, 1994).

Despite the general diffusion of standard Italian, used by the vast majority of Italian society, Italy still presents a linguistic identity characterised by a wide range of dialects, varieties and registers, which places it among the countries which even today present a relatively high index of linguistic diversity (http://www.ethnologue.com/ethno_docs/distribution.asp?by=country).

To this complex panorama, a new factor has been added in the last years: the immigration of people from some of the poorest countries. Foreigners in Italy today are more than 5.000.000, one immigrant for every 12 residents (Caritas, 2011). A census regarding immigrant languages does not currently exist, but researches carried out in various areas of Italy estimate that approximately 200 new languages present in the country (Bagna, Barni, Vedovelli, 2006; Barni, 2008).

Official documents

With regard to documentation on languages, Italy is a country blind to languages: not even in the most recent census (2011) is included a question regarding languages or dialects. One positive step is reflected in the *Multiscopo* surveys, among which the most recent carried out in 2006 has shown the plurality of languages present today and used on a daily basis by Italians (ISTAT, 2007). An overall research on immigrant languages has still to be carried out, apart from data on single local situations.

Languages of neighbouring countries

The newspapers in Slovene, Croatian and Albanian represent the geographical and cultural proximity of the countries in which such languages are spoken with Trieste and the historical opening of this city towards the Balkans. In public services in Trieste, Slovene is present, both in written and spoken communication facilities.

Lithuania

Country context

Lithuanian citizens are of various ethnic origins. The data collected during 2001 census shows that there were people of 115 nationalities who lived in Lithuania, but only 29 nationalities had 100 or more representatives. Lithuanians constitute the absolute majority of residents of Lithuania (83,5% in 2001). Latest censuses suggest that population in Lithuania is becoming more and more homogenous.

Most variegated ethnic composition is in Vilnius: in 2001 Lithuanians comprised 57.8 per cent, Polish – 18.7 per cent, Russians – 14 per cent of the total population in the city. Second city, in terms of ethnic composition, is Klaipėda which has 71.3 per cent Lithuanians, 21.3 per cent Russians, approximately two per cent Ukrainians and Belarusians.

Lithuania particularly cares about the status and usage of its state language. As for the rights of ethnic minorities, including the right to preserve their own languages and cultures, Lithuania has taken as many responsibilities as there can be in terms of the protection of minority rights.

Languages in education

The language of education is Lithuanian, but [throughout education sectors] there are some institutions in which children are taught in Russian, Polish, Hebrew, or Belorussian. Primary education is carried out in native languages (Lithuanian, Russian, Polish, Hebrew, Belorussian) in accordance with the programme adopted by the Ministry of Education; however, upon the request of parents or caretakers, some selected curriculum subjects may be taught in the official state language.

The majority of children of preschool age begin to learn a foreign language one to two years prior to school, but there are also many pre-primary schools where upon parents' request, children start being taught other languages (usually English) since the age of three. A foreign language (English, French or German) is compulsory since the second year at school [till graduating from the secondary school].

Language Teachers

The Article 48 of the Law on Education determines who has a right to work as a teacher – a person who has attained a higher or a post-secondary education level and has a qualification of a pedagogue. A wide range of specialities is provided in the Lithuanian University of Educational Sciences: this institution prepares teachers of Lithuanian, Russian, Polish and Belarussian who teach these languages as native languages and prepares teachers of English, German and French who teach them as foreign languages.

Northern Ireland

Country context

Northern Ireland has a population of 1.8 million people of whom 7% speak Irish and two per cent speak Ulster Scots. Since the stabilisation of the political situation in the late 1990s the country has attracted an increasing number of migrants. Following the 2001 Census, the most significant language groups were identified as Chinese, Arabic and Portuguese; however more recent immigration from the A8 accession countries of the European Union has given Polish, followed by Lithuanian, a significant presence. Three per cent of primary schoolchildren currently have a language other than English as their first language; rising to 11 per cent in Dungannon, the most diverse district¹.

The UK government recognises Irish and Ulster Scots in Northern Ireland under the European Charter for Regional and Minority Languages.

Irish medium education

Irish medium education has been increasing in Northern Ireland since the first Irish medium primary school was set up by parents, outside the mainstream system, in 1971. 1.67 per cent of all primary school-children now attend Irish medium primary schools or Irish medium units within English language primary schools and the number is increasing year on year. There are also 44 Irish medium pre-schools and at least one private French-English bilingual nursery (Report of the Review of Irish medium education, Department for Education for Northern Ireland, undated.)

Irish medium education presents more difficulties at secondary level than primary as a result of a lack of teachers able to teach other subjects through Irish at this level. Fewer than 0.5 per cent of all secondary pupils are in Irish medium education.

Languages in the media, public services and public spaces

The Good Friday agreement, together with recent new immigration, appears to have raised awareness of language issues in public life and of the need for public service translation and interpreting. Many public bodies provide information not only in Irish – and, to a lesser extent, Ulster Scots – but also in languages such as Polish, Lithuanian, Cantonese and Arabic.

Summary

Good practices and promising initiatives

At time of writing we await the publication of the Languages Strategy for Northern Ireland, the result of more than five years' consultation and

discussion with policymakers. The Strategy is intended to provide an assessment of needs and an action plan across the full spectrum of languages in education, business and public life and should offer opportunities for some focussed development. The preparation of the Strategy has been assisted by the Royal Irish Academy, involving cross-border collaboration with experts in the Republic of Ireland.

Poland

Official documents and databases

Poland does not have an official language policy in the form of one coherent document, or in the form of any national strategy.

Recent development is that 2011 national census included the question on what language was spoken at home but the question was optional. The other promising initiative is that the Parliamentary Bill on sign languages is in preparation.

Range of languages in print

The number and range of languages in print basically reflects the demand except libraries where relatively high variety of languages is the result of the obligation imposed on libraries by the state.

Promising initiatives

One of the promising initiatives regards teaching Polish to immigrants. Bearing in mind that teaching Polish to immigrants is not the same as teaching Polish as a mother tongue, head teachers delegate this task to teachers of foreign languages, for example to teachers of English and not to teachers of Polish.

The other promising initiative is the introduction of obligatory external language examination at the end of primary schools planned to take place for the first time in 2015. This will complete the system of external exams since Poland already has obligatory language exams at the end of lower secondary and upper secondary school.

Portugal

Mirandese

Portugal has one minority language, Mirandese, spoken and to some extent written in the north-eastern border town of Miranda do Douro (pop. around

2,000) and in surrounding areas within Portugal by at most 10,000 persons, (almost) all of them bilingual (In total 0.1 per cent of the national population). It was recognised in 1999 as co-official with Portuguese for local matters. The Mirandese language belongs linguistically to the Asturian/Leonese group. Mirandese is recognised as an official language in the council of Miranda do Douro in Law 7/99, of 29 January 1999.

In the Mirandese-speaking area, teachers have been permitted since 1985 to devote explicit attention to the Mirandese language and use it as a medium of instruction. Pre-service training is available for pre-school teachers in the area where Mirandese is spoken.

The city council of Miranda do Douro provides many written services in Mirandese and Spanish as well as Portuguese.

Promising initiatives

A prominent contribution to consciousness-raising about linguistic minorities was the *Linguistic Diversity in Portuguese Schools* project (2003-2007), funded by the Gulbenkian Foundation and carried out by Lisbon's ILTEC institute in collaboration with various schools. The output included not only the realization of (still ongoing) bilingual education in selected schools but also the development of materials, recommendations to the Ministry of Education and various publications (see Mateus et al. 2008).

Romania

Minority languages

There are 20 national minorities officially recognized (or with official political representation) in Romania, representing more than 11 per cent of the population. The largest ones are the Hungarians (6.6 per cent of the population) and the Roma (2.5 per cent of the population), according to the 2002 census. The Hungarians are mainly located in the central and western part of the country and have important political and mass media representation. Hungarian language is widely used in education, local administration and the justice system where Hungarians represent over 20% of the local population. The Roma minority is still underrepresented in power positions. Romani language is also underrepresented in mass media and education. Approximately 11% of the pre-university educational institutions in Romania have a minority language as a medium of instruction in at least one section, 90% of these being in Hungarian language. (2002 Census: <http://www.insse.ro/cms/files/RPL2002INS/vol4/tabele/t1.pdf>)

Immigration is a growing phenomenon with an estimation of 57,211 third-country nationals where the three main groups are from the Republic of Moldova (28 per cent), Turkey (17 per cent) and China (14 per cent) (European Commission.; Statistical Office of the European Communities., 2010, p. 194). This does not include EU citizens.

While Romanian is the official language, there are ten minority languages that have general protection: Albanian, Armenian, Greek, Italian, Macedonian, Polish, Romani, Ruthenian, Tatar and Yiddish and ten languages with enhanced protection: Bulgarian, Czech, Croatian, German, Hungarian, Russian, Serbian, Slovak, Turkish and Ukrainian.

Minority languages in education

Also noteworthy is that, legally, all the children of the recognised minority have the right to education in their own language. While this is an important positive aspect, there are still differences in the implementation of this law within different minorities.

Education in minority languages at secondary school level exists in specific regions of the country. The main minority language with the necessary institutions and staff is Hungarian, followed by German, Ukrainian, Serbian and Slovak. Pupils have the opportunity to give the final national exams in the minority language with an adapted Romanian language test.

The most important immigrant group comes from the Republic of Moldova but language education is not as issue as they have the same language and very similar culture to the Romanians’.

At the University and Adult Vocational training level the minority language profile taken as a whole is somewhat lower. However, Hungarian and German, as the main minority languages, are well represented at the tertiary level in regions where the minority population is significant. Romani, as well as other national minority languages, are also lines of study in several language/ pedagogical higher education units as they prepare future teachers to teach (in) these languages.

Minority languages in media

Television channels in Hungarian, German, Serbian and other minority languages are widely available through cable operators. Relatively recently, cartoons have begun to be dubbed while the language of some programmes can be changed by the viewer’s choice.

In the central and western part of the country there are also Hungarian and German newspapers and magazines. Online media is also available in national and minority languages, but also in some immigrant languages such as Arabic and Chinese.

Minority languages in public services and public spaces

Minority language use is associated with the population structure. In areas where a certain minority population represents at least 20 per cent of the local population, public administration and public services institutions will ensure communication in the minority language as stipulated in the Constitution, and in accordance with international treaties that Romania has adhered to. In areas with large minority groups the services are provided by personnel who can usually speak the correspondent minority language. In the case of the Roma minority, mediators are hired to help in the communication between the ethnic groups.

Promising initiatives and pilots

The recent initiative of the National Association for Community Programmes, the Representation of the European Commission to Romania and the Department for Inter-ethnic Relations to organize the event *MALLtilingualism – Voices and Colour* at a shopping mall in Bucharest is an example of innovative ways of reaching out to wider audiences in a non-formal environment. The celebration of the European Day of Languages 2011 by the Romanian Cultural Institute and EUNIC Romania within the format of a cultural activities ‘swap-shop’ is part of the same effort to convey the cultural diversity message to the public

Scotland

Country context

Scotland has a population of 5.22 million people of which 92,000, or just under two per cent, have some knowledge of Gaelic. Scotland has been attracting inward migration since 2002 (Scotland’s Population 2010, The Registrar General’s Annual Review of Demographic Trends, August 2011) and although the 2001 Census showed a two per cent non white ethnic minority with the majority being of Pakistani origin, the 2011 Census is expected to show significant changes. A national pupil survey (Pupils in Scotland 2009, Scottish Government Publications) in 2009 showed that out of 676,740 primary and secondary schoolchildren, 4.3 per cent mainly used a language other than English at home. 138 languages were spoken altogether, with Polish at the head of the list with 0.8 per cent of the school population, followed by Panjabi, Urdu, Arabic, Cantonese, French and Gaelic. 626 pupils were registered as speaking mainly Gaelic at home, slightly less than one in 1,000. However, many more than this are receiving Gaelic medium education or being taught Gaelic through the medium of Gaelic – 4,040 in 2009, equivalent to one in every 170 pupils.

The November 2010 report of the Ministerial Working Group on the Scots Language (Report of the Ministerial Working Group on the Scots Language, November 2010) called for the Scottish Government to develop a Scots

Language Policy and for Scotland to be presented internationally as a trilingual country.

Foreign languages in education

Scotland was an early adopter of primary foreign languages. Following successful pilots in the late 1980s, in 1992 the Secretary of State for Scotland announced a five year plan for introducing a foreign language into every primary school in Scotland. This was facilitated by a national teacher training programme and in 2005 practically all Scottish primary schools taught a language. In most cases, however, this is limited to the top two years of primary school – 10 to 12 year olds - and a small time allocation. Although the initiative had foreseen a range of languages being taught, French was always the dominant language has become more so over time.

[...] Whereas in 2001 practically all pupils studied a language up to the 4th year of secondary education, by 2010 this had dropped to 67 per cent. French remains the main language studied, accounting for around 70 per cent of exam entries, followed by German (c.16 per cent) and Spanish (c.10 per cent). In common with trends in the rest of the UK, Spanish has been increasing despite the overall decline¹. Other languages studied (in very small numbers) include Italian, Urdu, Russian, Cantonese and Mandarin. At more advanced levels, the situation is more stable; with Spanish having recently overtaken German as the second most commonly studied foreign language in the 5th and 6th years of secondary education.

Gaelic

The learning of Gaelic has been treated in a fundamentally different way, with the setting up, from 1986 onwards, of Gaelic medium units in primary schools throughout Scotland (not just in the Gaelic-speaking areas) complemented by Gaelic-medium pre-school provision in many areas. [...] There is continuing parental interest in Gaelic medium education for their children, most of whom do not have Gaelic as their first language.

There is a serious challenge in providing continuity for children to continue learning through the medium of Gaelic in secondary school, with only 14 secondary schools providing teaching of other subjects through the medium of Gaelic, mainly confined to the first two years of secondary education. Scotland is in the second year of implementing a new curriculum, the Curriculum for Excellence which treats learning holistically rather than as a series of separate subjects. There have been concerns that this has been the cause of drop out from languages in both primary and secondary schools and the Scottish Schools Inspectorate was moved to make a strong statement about the importance it attaches to languages in the curriculum . (HMIE, Gaelic Education: Building on the successes, addressing the barriers, 21 June 2011) [...] The Curriculum for Excellence is seen to provide good opportunities for the development of both Gaelic and Scots in primary and secondary schools.

Spain

Officially recognised languages

Spain is a multilingual country with the Castilian variety, usually called Spanish, as the official language. Other languages, Galician, Catalan and Basque, are also official in their respective communities and in some other territories that historically were part of their linguistic continuum, such as Valencia and Islas Baleares in the case of Catalan, and the north of Navarra in the case of Basque. These three languages together amount to, more or less, 16 million speakers.

Besides there is a great variety of dialects, such as *Andalusian*, *Canario*, *Extremeño*, *Murciano*; etc. and others recognized as territorial languages in the *European Charter for regional or Minority languages* such as *Fablas Aragonesas* in Aragón, *Bable* or *Asturian* in Asturias, *Valenciano* in Valencia, and *Aranés*, official language in la Vall d'Arán. The Charter also protects languages as *Berber* in Melilla, *Caló*, a non-territorial language used by gypsies, and *Portuguese*, used in Extremadura and other places along the border with Portugal. All these languages represent only some of the linguistic varieties spoken at local level.

Foreign immigration has also brought other languages to Spain. According to the 2011 Census there are 5.7 million people of foreign origin (12.2%), many from South America, where different varieties of Spanish are spoken. The most important immigration languages present in Spain are *Arabic*, *Bulgarian*, *Chinese*, *English*, *German*, *Portuguese* and *Rumanian*.

However, regional languages are not promoted or taught in other communities, leaving the initiative to regional clubs or academies.

Promising initiative

The document entitled *Action Plan for the decade 2010-2020* signed in 2010 by the Government, lists 12 measures to improve language learning and multilingualism, teacher education being one of the most expected.

Some of these objectives have already been reached by most of the autonomous communities although the terrible crisis we are immersed in has slowed down the initial desire.

Switzerland

Official recognition of languages

In Switzerland, four languages have traditionally been spoken in relatively homogeneous territories: German, French, Italian and Rhaeto-Romanic. The first three languages have been national languages since the foundation of the Confederation in 1848; the latter since 1938. A revised Law on Languages, in effect since 2010, regulates the use and promotion of languages and enhances the status of Rhaeto-Romanic as one of the official languages. The status of the Alemannic dialects – the first language of the majority of Swiss – has not yet been clarified. While UNESCO has placed the Swiss German dialects amongst the world's vulnerable languages, educational institutions tend to restrict their use. The Italian dialects in Ticino are increasingly being displaced by standard Italian, and the Franco-Provençal varieties spoken in Western Switzerland have become moribund.

Each canton is responsible for defining its official language. Of the 26 cantons, 17 have designated German as the official language, four French and one Italian. Three cantons are officially bilingual (French, German), and one canton is trilingual (German, Rhaeto-Romanic, Italian). In addition, there are several officially bilingual municipalities at the German-French language border.

The trilingual canton of Graubünden represents a linguistically unique situation. The minority language Rhaeto-Romanic has been losing ground for centuries; the lingua franca German increasingly threatens the richness and vitality of Switzerland's fourth language. In the attempt to secure Rhaeto-Romanic-speaking territory, Graubünden has issued a new cantonal language law with new provisions. Now, a municipality is considered monolingual if 40 per cent of its population speaks Rhaeto-Romanic, and multilingual if 20 per cent do. Furthermore, in Rhaeto-Romanic areas, the local idiom is the exclusive language spoken at kindergartens and in the first years of primary school.

According to the national census in the year 2000, 63.7 per cent of the population spoke German as their main language, 20.4 per cent French, 6.5 per cent Italian, 0.5 per cent Rhaeto-Romanic and nine per cent a non-official language.

Approximately 30 per cent of the population has an immigration background, meaning they themselves or their parents immigrated to Switzerland. Roughly one third of these are naturalised Swiss citizens. The most widely represented languages of origin in order of frequency are: German, French, Italian, Bosnian-Croatian-Serbian, Albanian, Portuguese, Spanish, English, Turkish and Tamil (source: 2000 census).

The linguistic integration of immigrants who speak a foreign language is a major focus of current federal policies (including language courses in the regional languages).

Language teaching

Teaching a second national language is a traditional part of compulsory school. The past few years, however, have seen language teaching undergoing major reforms: An agreement between a majority of the cantons has been drawn up with the aim of harmonising both the sequence of subjects taught and the educational goals. The concrete changes to language teaching are as follows: Alongside a second official language for all students, English must be taught. In addition, the first foreign language must have been introduced by the third class at the latest, the second foreign language by the fifth class. In future, German will be the first foreign language taught in French-speaking Switzerland and in areas of Graubünden where Rhaeto-Romanic or Italian are the regional languages; French will be the first foreign language in Italian-speaking Ticino and in many German-speaking cantons in western Switzerland. In the German-speaking territories of Graubünden, Italian will be the first foreign language, while a majority of the German-speaking cantons in central and eastern Switzerland will introduce English as the first foreign language. The fact that a part of German-speaking Switzerland has chosen English over the national language French has given rise to a great deal of criticism.

The stated aim of HarmoS is that students achieve comparable language skills in both foreign languages during their compulsory schooling. Educational standards for all languages taught are currently being drafted.

Languages in adult education

Switzerland has a comparatively low percentage of students who acquire a university entry qualification. This is because a great deal of value is placed on high-quality vocational training. In vocational programmes, apprentices work in a company or trade while attending a so-called vocational school one or two days per week, with a very diverse degree of focus on the promotion of the regional official language or of foreign languages. Within commercial training programmes, for example, language is given a prominent role (a second official language as well as English are compulsory), in professions requiring primarily manual labour, foreign languages are only very perfunctorily treated – if at all. Therefore, it is impossible to make general statements on the treatment of foreign languages in vocational education.

In compulsory education, the strong economic relevance of English has led to competition with the official languages not spoken in a given region. The situation weakens the smaller official languages, especially Italian. Indeed Rhaeto-Romanic and Italian are barely represented in school settings or in public life outside their own territory.

An interesting observation

In the recent past, the Swiss army has registered new communication problems due to a disproportionate increase in multilingual groups caused by the continual reduction in the number of troops in Switzerland.

Ukraine

Country context

The linguistic landscape of Ukraine is determined by the fact that Russian which is not a state language is used by the majority of the population including those people belonging to the other minorities. In 2001, 67.5 per cent of Ukrainian inhabitants acknowledged Ukrainian to be their mother tongue while 29.6 per cent considered their mother tongue to be Russian. According to recent sociological data [2], communication in Ukrainian is reducing, while communication in Russian is increasing.

The language issue regarding the balance between the Ukrainian and Russian languages is at the centre of heated public debate. The extended usage of Ukrainian means an inevitable narrowing of those fields where Russian is used due to the fact that earlier there was a long-term process of forcing the Ukrainian language out of usage in favour of Russian. The renewal of the status of Ukrainian language is officially supported but the actual position of Russian in the society remains strong. Reaching the appropriate balance between Ukrainian and Russian is a crucial task for the current social and political processes in Ukraine.

Languages in secondary education

The language of teaching in secondary schools is determined by the parents and in most cases parents have a choice. Teaching in secondary schools using the languages of minorities is well provided for when compared to the other levels of education. The prospects for further development create the conditions for teaching children in secondary schools using the Karaim, Krymchak and Romani languages.

Languages in print media

According to the public affairs service of the Ministry of Justice, in 2007 among the national publications printed, in Ukrainian only, there were 4,390 registered printed periodicals, 2,495 publications in Russian and 35 publications in English. There were 4,389 registered mixed-form publications: the majority of them are in Russian and other languages, 13 of them are in Crimean Tatar and other languages, eight of them are in Bulgarian and other languages, ten of them are in Polish and other languages, five of them are in Romanian and other languages, 324 of them are in English and other languages, 28 of them are in German and other languages, eight of them are in French and other languages, two of them are in Chinese and other languages, 4 of them are in Belarusian and other languages.

Wales

Welsh

Wales has a population of 3 million. In 2001, 20.8 per cent (582 thousand) of them could speak Welsh, according to the Census.

The Welsh Language Act 1993 established the principle that in the conduct of public business and administration of justice in Wales the English and Welsh languages should be treated on a basis of equality. That Act established the Welsh Language Board, giving it the role of promoting and facilitating the use of Welsh and a statutory duty to agree and monitor the implementation of public bodies' Welsh language schemes. Those Welsh language schemes were to specify the measures the public bodies proposed to take so as to give effect to the Act's principle of equality.

The Welsh Language (Wales) Measure of 2011 includes a declaration that 'The Welsh language has official status in Wales'. It provided for the establishment of a Welsh Language Commissioner and the abolition of the Welsh Language Board.

Welsh in education

An organisation, now called Mudiad Meithrin, was formed in 1971 with the aim of providing Welsh-medium nursery schools. They have over 550 playgroups, estimated to provide for around 17 per cent of Wales's two year olds. Over two-thirds of the children attending their playgroups come from homes where Welsh is not the main language. Attendance at the playgroup is their introduction to the language.

Over 20 per cent of pupils in primary school are educated through the medium of Welsh, a proportion which has been gradually increasing for many years. Welsh-medium education is available throughout Wales. All other pupils are taught Welsh as a second language.

Welsh-medium secondary education is also increasing. By 2010/11 16.7 per cent of pupils were being taught Welsh as a first language (nearly all in Welsh-medium schools). All other pupils are taught Welsh as a second language though the level of achievement is low.

In higher education, Welsh-medium provision, although still not extensive, is concentrated in universities not covered by the index: in Bangor and Aberystwyth and at the University of Wales Trinity St David, Carmarthen. Welsh-medium provision in the universities covered for the index is very limited.

Support for English (as NL?)

In primary and secondary education, English-language support for minority ethnic pupils is provided.

EU domiciles accounted for five per cent of all enrolments at Welsh Higher Education Institutions in 2009/10 and non-EU overseas enrolments for another 13 per cent. There is substantial provision for supporting these students in English.

Promising initiatives

The Coleg Cymraeg Cenedlaethol (National Welsh Language College) was established in 2011.
