



Linguistic Diversity in the European Union: the case of Regional and Minority Languages



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***Compilation of projects co-funded by the
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DG Education and Culture

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Introduction

The harmonious co-existence of many languages in Europe is a powerful symbol of the European Union aspiration to be united in diversity.

Languages define individual identities, but are also the sign of a shared inheritance. They can serve as a bridge to other people and open access to other countries and cultures, thus promoting communication and mutual understanding. A successful multilingualism policy strengthens the life chances of citizens: it can increase their employability, facilitate access to rights and services, as well as contribute to solidarity within Europe through enhanced intercultural dialogue and social cohesion.

The European Union currently has 500 million citizens, 28 Member States, 3 alphabets and 24 official languages¹, some of them with a worldwide coverage. Some 60 other languages are also part of the European Union's heritage and are spoken in specific regions or by specific groups. In addition, immigrants have brought a wide range of languages with them; it is estimated that at least 175 nationalities are now present within the European Union's borders.

The importance of linguistic diversity is enshrined in Article 22 of the [European Charter of Fundamental Rights](#)² "*The Union respects cultural, religious and linguistic diversity*", and in Article 3 of the [Treaty on European Union](#)³ "*It shall respect its rich cultural and linguistic diversity, and shall ensure that Europe's cultural heritage is safeguarded and enhanced.*"

Acting within its scope of competence, the European Union promotes language learning through the exchange of good practice and policy recommendations as well as funding programmes such as Erasmus+ and Creative Europe. Regional and minority languages are part of the European Union policy landscape on learning about diversity and language learning.

In the European Council Conclusions of December 2017, the European Union's Heads of State and Government underlined the importance of enhancing the learning of languages so that more young people will speak at least two languages in addition to their mother tongue. This is also a cornerstone towards building a [European Education Area by 2025](#)⁴, characterised by the free movement of learners and a genuine European learning space.

The Commission's proposal of May 2018 for a [Council Recommendation on a comprehensive approach to the teaching and learning of languages](#)⁵ gives effect to the ambition expressed by the European Council. It takes the multitude of linguistic

¹https://ec.europa.eu/info/about-european-commission/service-standards-and-principles/use-languages_en

² <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:12012P/TXT>

³ <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A12012M%2FTXT>

⁴ http://ec.europa.eu/education/initiatives/european-education-area_en

⁵<https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1527006129608&uri=COM%3A2018%3A272%3AFIN>

realities into account, recognising the vast linguistic diversity in Europe and encouraging Member States to "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) language to the level of independent user".

What is being done?

Every year on 26 September, the [European Day of Languages](#)⁶, the European Commission joins forces with [the Council of Europe](#)⁷, the [European Centre for Modern Languages](#)⁸, language institutions and citizens around Europe to promote linguistic diversity and language learning through events and happenings.

[Erasmus+](#)⁹, the Union programme for education, training, youth and sports, includes support for language learning and linguistic diversity as an over-arching objective. Mobility actions for learners and teachers as well as strategic partnerships for organisations are accessible for regional and minority language projects, whatever the status of these languages in the Member States involved.

In May 2018 the Commission published its proposal for the Erasmus programme in the new funding period. Language learning will continue to play a central role in the programme. The accessibility to the programme for small organisations will be strengthened by enabling small scale partnerships. This will be particularly relevant for smaller organisations that promote minority languages and often do not have big administrative support structures.

The European Union's funding programme for Culture [Creative Europe](#)¹⁰ co-funds cooperation projects implemented by cultural operators coming from various countries in Europe, some of them having a strong focus on minority languages and/or minorities. It also promotes literary translation with the view to reinforcing the diversity and transnational circulation of literature in Europe and beyond and to expanding the readership of quality translated books. Finally, the programme supports [European Capitals of Culture](#)¹¹. Some recent European Capitals of Culture such as Donostia-San Sebastian or Leeuwarden had a focus on regional or minority languages.

This brochure presents a selection of projects undertaken on the basis of a common interest in the issue of regional and minority languages, funded under the Erasmus+ and Creative Europe Programmes, in the field of school education, vocational education and training (VET) and adult learning as well as in the cultural and creative sectors, including the audiovisual sector.

⁶ https://ec.europa.eu/education/initiatives/languages-day_en

⁷ <https://www.coe.int/en/web/portal>

⁸ <https://www.coe.int/en/web/education/ecml>

⁹ <https://ec.europa.eu/programmes/erasmus-plus/>

¹⁰ <https://ec.europa.eu/programmes/creative-europe/>

¹¹ https://ec.europa.eu/programmes/creative-europe/actions/capitals-culture_en

It also shows how eTwinning - the community of teachers from pre-primary to upper secondary schools, hosted on a secure internet platform¹² - enriches learning experiences in schools and develops language competences of teachers and pupils.

It showcases interesting and innovative ideas emerging from these projects to help inspire teachers, non-governmental organizations, cultural and creative operators, project applicants and policymakers across Europe to develop their professional practice.

The projects presented and further examples of language projects can be found in the [Erasmus+ Project results database](#)¹³ and [Creative Europe project results database](#)¹⁴.

If you are interested in the topic of Linguistic Diversity in the European Union, you may also be interested in the following resources:

http://ec.europa.eu/education/policy/multilingualism_en

http://ec.europa.eu/education/initiatives/languages-day_en

<https://www.schooleducationgateway.eu/en/pub/index.htm>

http://ec.europa.eu/education/initiatives/language-label_en

¹² <https://www.etwinning.net>

¹³ <https://ec.europa.eu/programmes/erasmus-plus/projects/>

¹⁴ <http://ec.europa.eu/programmes/creative-europe/projects/>

Erasmus + School education – partnerships

Minority languages, good travelling companions

Project Summary

Participants and context:

Three schools have participated in this strategic partnership: the coordinating school was Laskorain Ikastola (Tolosa, Basque Country, and Spain) and our two partners were Humaniora Kindsheid Jesu (Hasselt, Flanders, Belgium) and Istituto di Istruzione Superiore San Giuseppe Calasanzio (Sanluri, Sardinia, Italy). A total of 435 students (aged 16-18) have been actively involved in the project and many more have been benefited.

This strategic partnership was established on the basis of a common interest in the issue of minority languages. Basque is the main language in our school and we looked for partners who might learn from our positive experience with Basque and/or who could help our students improve their linguistic and digital competences in a European dimension. Sardinian language is recognized as a minority language in Europe, but unlike Basque, it is still not an academic language at school. Their Government is planning to introduce Sardinian at school in the future and San Giuseppe Calasanzio plans to be one of the first bilingual schools on the island. Belgium is a very interesting country linguistically speaking, as it is officially trilingual, with a different official language (French, Flemish- Dutch spoken in Flanders- and German) depending on the region, although it wasn't always the case. It has been very interesting to know the ins and outs of the evolution of Flemish.

Another innovative point has been the complete digitalization of the project as we consider ICT collaborative tools indispensable nowadays.

Objectives: We wanted our students:

- To improve their linguistic competence in English by giving them the opportunity to get involved in a project with an international and European dimension which has definitely implied using English with a communicative and practical aim;
- To improve their digital competence by using and creating ICT tools to collaborate with their foreign partners;
- To know what other minority and/or endangered languages exist in Europe, what their sociolinguistic situation is and what policies are being applied to promote their survival;
- To increase and help others increase the use of the minority languages at school and in our everyday life, by involving students in a project where some of them could demonstrate and others find out that the flourishing of a minority language is possible and that living in that minority language can come true.

Summary of project activities:

- We organised a logo competition to choose the one that would represent our project;
- Students prepared slides to introduce themselves to their partner students;
- We carried out a linguistic quiz among High School students in order to check how much they knew about minority languages;
- Information and research activities about minority languages in Europe and in the world. Our students elaborated radio programmes on minority languages with the information they had obtained;
- Students prepared questionnaires for their host families to find out what the real situation of their language was;
- Students sang and recorded popular songs and then created subtitles in English and the three minority languages using an online application;
- They created a complete corpus of expressions that any traveller might need, in English and the three minority languages.

Transnational learning activities:

A selected number of students from each school visited the partner schools and carried out an exchange with students there. During those visits, they:

- carried out a survey among the host families to find out about their linguistic reality;
- explained and presented their own situation to students and host families;
- put into practice the sections of the multilingual guide they had prepared before the visits, and they added new expressions to the guide as a consequence of real needs in the foreign country.

Impact, dissemination and sustainability:

We have published all the outputs and findings in our project website¹⁵ (<https://sites.google.com/site/3minoritylanguages>) and we have carried out a good number of activities to disseminate our results locally, regionally and internationally. We have involved the media (local TV, radio, educative magazines); local and regional institutions and we have of course given punctual information on our school websites.

Collaboration among us in the field of minority languages will continue after the end of the project, and we expect our students to keep online relations as well.

[Link to Erasmus+ Project Results Platform¹⁶](#)

¹⁵ <https://sites.google.com/site/3minoritylanguages/>

¹⁶ <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-ES01-KA219-015564>

Project Information

Project Coordinator: Usabalgo Laskorain Ikastola Scoop, Spain

Partner countries: Italy and Belgium

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for Schools Only

Dates: September 2015 - August 2017

EU Grant: EUR 72,915

Web Site: <https://sites.google.com/site/3minoritylanguages/>

Gaelic Occitan Together For language Users Through United Roots and Experiences

Project Summary

The preservation of regional linguistic and cultural heritage is as much as the conservation of biological diversity, a duty to future generations. The development of a territorial identity conveys values of generosity, brotherhood, humanism and exchange and allows to better understand other European cultures.

The overall objective of the project was to share experiences and good practices with teachers and experts from other European countries, in order to:

- Enhance and develop the teaching of a minority language and the promotion of a regional culture ;
- Reflect on common methods to raise public awareness of the value of regional language and culture, and create innovating teaching and dissemination tools ;
- Highlight the value of regional languages in various fields of knowledge and also the importance of regional cultures as a reference of and a means for sharing European citizenship values.

7 partners have been involved in this project, three partners in France (Département du Gers, Collège de Samatan, Association pour la Culture Populaire en Pays Gascon) , three partners in Scotland (Comhairle nan Eilean Siar, West Side School, Comunn na Gàidhlig) and one partner in Ireland (Gaelscoil Mhíchíl Cíosóg).

To achieve these objectives, several activities were implemented:

- Transnational training seminar and study visits;
- Creation of an educational toolkit;
- Development of a digital application in connection with the educational toolkit;
- Design of a quality book of photographs from the Occitan and Gaelic/Gaelige regions, with pupils' involvement;
- School exchanges between French, Irish and Scottish pupils;
- Dissemination through suitable media to increase the promotion of the project results.

Results achieved:

- ✓ Three transnational training activities were carried out (training seminar, study visits), one in each country. Through these activities partners could realize both pedagogical and cultural differences between countries regarding regional language learning. These exchanges allowed participants to strengthen their knowledge;
- ✓ The educational toolkit was produced. The lead partner on this activity was the school of Samatan, in close cooperation with the Scottish (West Side School) and Irish (Gaelscoil) schools. The work on this intellectual output also required a considerable commitment from other schools' teachers (contributing voluntarily to the project) and from the Gers Department and the Comhairle staff;
- ✓ The book was printed. It is a book of photographs, enriched with comments in each partner language, written by pupils of the schools involved in the project. The French

association ACPPG was responsible for the management of this output, with the help of the CnaG (Scotland) and of the Gaelscoil (Ireland);

- ✓ The digital application was developed. This responsive website can be used in the five project languages (Occitan, French, Gaeilge, Gàidhlig and English). It gives access to the content of the educational toolkit in a digital version. It also incorporates games, interactive activities and resources. The Department of Gers was lead partner on this activity, in collaboration with all partners;
- ✓ School exchanges were materialized thanks to two trips: first, a one-week trip during which Occitan pupils could visit the Western Isles, organised by the School of Samatan in France and the West Side School in Scotland; a second trip, organised by the School of Samatan, the West Side School and the Gaelscoil, allowed Scottish and Irish pupils to travel to France and discover Gers;
- ✓ Partner countries involved in the project carried out dissemination of results in different ways. In France, dissemination seminars, two of which in partnership with the CIRDOC (Interregional Centre for the Development of Occitan), were held in several places of the « Occitanie » region. Coordination and organisation in the Gers was taken care of by the Department. All French partners participated to the process. In Scotland, partners chose to present the project results during a « Gaelic day » organised at the Lews Castle College (University of the Highlands and Islands) on the 30th of August 2017. To promote the project results in Ireland, the Gaelscoil organised an open day, to which persons connected to the learning of Gaeilge were invited.

In the long term, this project aims to upgrade the regional languages through the European education system. To do this, it has developed new sustainable ways of working, transferable from one country to another.

[Link to Erasmus+ Project Results Platform¹⁷](#)

Project Information

Project Coordinator: Département du Gers, France

Partner countries: France, United Kingdom and Ireland

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for school education

Dates: September 2014 – August 2017

EU Grant: EUR 257,442

¹⁷<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-FR01-KA201-008464>

Partizipiere an der Vielfalt Europas

Project Summary

Both in Germany and in Norway many people today experience a sense of concern as to whether globalization and recent shifts in migration patterns might be influencing the country's own culture to an undue degree, fearing its suppression or even disintegration.

Our thesis is: The best way to counteract such anxieties and promote tolerance is to seek further knowledge about your own culture by sharing it with others.

This is an issue not least for a minority culture like the small Sorbian community in Germany, but also for the Norwegians, who are a small people in Europe and at the same time a majority culture in their own country with a Sami indigenous population.

By exploring your own culture and comparing it with another, both parties will benefit: Tolerance springs from self-awareness and mutual understanding. Sharing means increased knowledge, understanding, respect and, ultimately, a wish to preserve what is valuable. True confidence in your own culture and identity makes the unknown appear less threatening. On the contrary, it strengthens your trust in its ability to withstand pressures from the outside. At the same time, an increased curiosity and openness towards other manners of expression will be encouraged which, accordingly, creates opportunities to communicate in such a way as to connect cultures instead of separating them.

For these reasons, our aim is to let students from two different countries and different cultures, the German / Sorbian and Norwegian, introduce themselves to each other by actively experiencing and participating in aspects of each other's cultures. Joint activities create a need to communicate. Along with the cultural understanding, the students gain language skills from each other. For the Norwegian teachers, this is also an invaluable opportunity for continuous professional update. The German teachers find it particularly interesting to experience the computer integrated teaching methods that are common in most subjects in Norwegian schools.

The first theme to be approached is Fashion / Traditional Costumes. Clothing and identity is a relevant and highly debated issue today, and important to address. Clothing as a medium makes it possible to reveal and follow the threads of history, culture and artistry. In addition to learning by observing professional artists and attending lectures, students will be given the opportunity to try their own hand, creating samples to be put on display.

Further topics to investigate in further detail are food and music. It is imperative that the students meet and make their own experiences, since it is through participation and involvement that they gain the wanted insight and sense of tolerance. But all through the year, contact will be kept up through mail / social media / eTwinning and monitored by the teachers. Relevant questions will be raised on a regular basis and the partners' answers will be discussed in the classrooms. The outcomes will be collected and at the end of the project period, printed in a portfolio. This will be illustrated by the students' own photos, accompanied by relevant words and phrases in four languages: Norwegian, English, German and Sorbian, digitalized and made available. The intention is also to present it to new applicants to the schools.

The fundamental question remains: What does it mean to our students to be a Norwegian, a German, a Sorbian? How do the majority cultures in both countries relate to the cultures of minorities – then and now? Our main goal is for the students to attain increased self-confidence and awareness of own cultural identity, and thereby a more readily acceptance and tolerance towards the intrinsic values of others.

[Link to Erasmus+ Project Results Platform¹⁸](#)

Project Information

Project Coordinator: Niedersorbisches Gymnasium Cottbus, Germany

Partner countries: Norway

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for Schools Only

Dates: September 2017 – Ongoing (foreseen end date: August 2020)

EU Grant: EUR 81,420

¹⁸<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE03-KA219-035606>

School education – staff mobility

Aprendizaje lingüístico y cultural

Project Summary

In the present common European framework, the realization that multilingual training and the construction of a solid European citizenship - not only as individuals, but also as members of a social network- are essential, has led us to the implementation of this linguistic and cultural exchange project, which will hopefully ensure comprehensive education, favour coexistence and provide its participants with a sense of collective identity. This process implies the creation of common grounds and experiences that allow us to feel we are members of a culturally diverse community where we can all understand and respect the complexity of these different identities.

The aim of this project is making it possible for both teachers and students to have an open mind towards other nations' sociocultural realities and to accept the challenges and responsibilities of this process: eradicating sexist patterns inside and outside our classrooms; firmly opposing racist and xenophobic attitudes through common sense, assessing the importance of the different languages in the EU (spanish & english) – including minority languages (catalan & norwegian)- as a heritage we must respect, thus promoting their use in all contexts.

We also aim to develop new ways/methodologies/techniques/strategies in foreign language teaching by working closely with the Hadeland Videregaende Skole through Job Shadowing and eTwinning as well as through the use of the new information and communication technologies (email, Skype, Moodle, social networks, videoconferences).

Participants will be selected by objective criteria proposed by the coordinating team.

Activities are focussed on:

- Previous teacher training;
- Observation of lessons and good practices;
- Classroom practice in collaboration with the teacher in charge;
- Work sessions with members involved in establishing assessment benchmarks.

From the view of the faculty and methods, the Job Shadowing experience and the teamwork, we will get a chance to know new teaching/learning strategies in all the subjects and areas involved in the project (sociolinguistics, history...). These experiences will also provide us with a whole range of pedagogical resources to be implemented in our daily teaching practice.

The evaluation of the results will be key to detect our strengths, weaknesses, threats and opportunities for the development of this and other projects in the future.

This project aims to promote awareness of different cultural backgrounds and extend it to the entire educational community through the dissemination of a global and meaningful learning. We understand the dissemination of this project as:

- ✓ Awareness of the knowledge acquired by the teachers and students;
- ✓ An element of motivation and awareness for the rest of the educational community and other social actor.

[Link to Erasmus+ Project Results Platform¹⁹](#)

Project Information

Project Coordinator: Institut de Bruguers, Spain

Partner countries: Norway

Key Action: Learning Mobility of Individuals

Action Type: School education staff mobility

Dates: June 2015 – May 2017

EU Grant: EUR 3,086

Project Web Site: <http://www.insbruguers.cat/projectes/intercanvi-amb-noruega>²⁰

¹⁹<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-ES01-KA101-015121>

²⁰ <http://www.insbruguers.cat/projectes/intercanvi-amb-noruega>

Incentivar el multilingüismo a través de estrategias motivadoras, comunicativas y centradas en el alumno a fin de normalizar el uso de las lenguas extranjeras de manera interdisciplinar

Project Summary

Lauaizeta BHI is a public secondary school teaching D language model. That is to say, all subjects are taught in Basque language. They also learn Spanish, English and French as an optional subject. This means that students study languages for 10 to 14 hours every week. The level of foreign language is slightly lower than that of the official languages and some students seem to be quite reluctant to using a foreign language as a means of communication. Several activities have been introduced in the latest school years with the aim of standardizing its use, namely cooperative learning, eTwinning (How art and culture connects young people) and a letter and physical exchange with France. Teachers need to be formed and to see other experiences and communicative methods that help them motivate students. The school supports the idea that the assistance of the two teachers responsible for these projects to the course "Teaching English - Motivating learners and preparing for CLIL" can be really helpful. With the aim of standardizing the use of the foreign language, the school is undertaking the use of the foreign language for some activities in other subjects. In this course, teachers will learn how to do so, as well as offering them a great opportunity to improve their linguistic competence.

[Link to Erasmus+ Project Results Platform²¹](#)

Project Information

Project Coordinator: Ies Lauaizeta Ikastola BHI, Spain

Key Action: Learning Mobility of Individuals

Action Type: School education staff mobility

Dates: June 2016 – May 2017

EU Grant: EUR 3,552

Project Web Site: <http://www.lauaizeta.hezkuntza.net/web/guest>²²

²¹<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2016-1-ES01-KA101-024264>

²² <http://www.lauaizeta.hezkuntza.net/web/guest>

Gwriziou hag eskell, des racines et des ailes, wings and roots

Project Summary

Our primary school welcomes 345 pupils distributed in 14 classes among which 6 provide a bilingual Breton/French education. Besides our school is a member of the twinning committee between our town, Plougastel-Daoulas, in Brittany, and Saltash, in Cornwall.

We wish to federate the teaching staff around a motivating project to develop the European dimension of the establishment. We also wish to develop our pupils' desire to communicate and to learn in a language different from their native tongue through the medium of a non-linguistic subject taught in Breton or in English.

For this purpose, we are thinking about developing an e-twinning partnership as soon as next school year (2014/2015). Through this global project, we aim at making everybody aware of the European connection and also conscious that all languages can be combined with one another as they are being taught.

It is within the framework of an e-twinning that the use of new communication techniques will find a concrete and essential application which will motivate the teachers and the pupils in the mastering of these tools.

This global project will give us the opportunity of using genuine supports needed for a friendly approach to the others in their difference.

We will exchange with our correspondents on what makes our cultural identity, and their own: traditional games, dance and sport.

The language of the exchange will be English as far as we are concerned and maybe French for our partners. We might also enjoy the opportunity to compare two regional tongues with our bilingual pupils.

That's why we think that the first step towards that combined school project would be sending two of our teachers on to the Erasmus+ training period - dealing with "Teaching non-linguistic Subjects in English" - organized by SILC in Oxford from Oct. 12th to 25th 2014. This global project concerns 9 primary school teachers as well as 2 nursery schools ones who are entitled to teach English and involved in the primary school classes. All the pupils of the 8 primary school classes are also concerned, whether they are in Breton/French bilingual class or not.

The project will be evaluated at the end of June 2015.

The expected short-term benefits will be to make our trainees better at speaking and teaching in English. It will also motivate all our teachers to keep getting trained; inducing them to apply for further academic training in language or in European training courses. And then, it will also develop our teamwork culture.

The expected mid-term benefits will be evaluated by the pupil's results at the national A1 level of the CECRL in English, by the development of the initiative and the creative spirit of the pupils in that e-twinning partnership.

The expected long-term benefits are the development of new working methods and tools in language teaching through non-linguistic subjects, a European opening of the school and the training of young citizens deeply committed to Europe.

[Link to Erasmus+ Project Results Platform²³](#)

Project Information

Project Coordinator: Ecole primaire de Goarem-Goz, France

Key Action: Learning Mobility of Individuals

Action Type: School education staff mobility

Dates: July 2014 – June 2015

EU Grant: EUR 6,300

²³<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-FR01-KA101-001361>

Revista IES Biel Martí

Project Summary

Preparation of a trilingual school magazine. The project has as a main objective to improve the linguistic competence of our students and opening our centre to the outside, boosting not only the knowledge of the context that surrounds us, but also the contact with other realities out of the island.

Our proposal goes directed to use the subjects of Spanish language, English language and Catalan language to create a magazine done by the students of 2nd course at secondary school using the three languages with more presence in the island: the Catalan, the Spanish and the English. This will require a previous coordination task of the teachers in their departments.

As the Government of the Balearic Islands cancelled the PTIL (Integrated Treatment of Languages Program), the centre does not offer any subject in English, with the exception of the areas of this language. This project would reinforce the presence of the English language and at the same time would work in one of the main aims in the school by the Plan of Promotion of the Reading in our centre. We'd like to improve the linguistic competence of the students, because is one of the most important deficiencies detected by the professionals in secondary school nowadays.

To carry out this magazine is necessary to reinforce the teacher's competence in English. Students will work with writings, audio-visuals, etc., in Spanish, Catalan and English and a third part of the magazine will be written in English.

It would be also necessary a training in the use of the new technologies because they can use multiple resources (twitter, YouTube, Facebook, blogs...) in the research, creation and diffusion of the journalistic texts. The magazine will be also published in digital edition.

Finally, all this project of preparation of a school magazine is focused to the participation in the program "eTwinning" for the exchange of experiences and methodologies with other educational centres of the European countries, especially, those centres that have English as a vehicular language, and teach Spanish as a foreign language. Our teachers should have a good working knowledge in English in order to communicate properly to their mates in the other schools, via emails, Skype, etc.

The profits that we pursue on a long-term basis are:

- Regarding the students: a greater motivation of the students through a different methodology, his implication in the cooperative work, his knowledge of different languages and cultures, his implication in a very practical project of big diffusion;
- Regarding the teachers: his enlargement of knowledge and experiences, his taking of contact with other educational systems and other methodologies, his approach to the new technologies applied to the education;
- Regarding the school: his approach to the families and the surrounding reality, the collaboration between departments, the continuous teacher training, his opening to the outside and the participation in European programs like the "eTwinning" program or the exchange of students.

[Link to Erasmus+ Project Results Platform²⁴](#)

Project Information

Project Coordinator: IES BIEL MARTI

Key Action: Learning Mobility of Individuals

Action Type: School education staff mobility

Dates: June 2015 – May 2017

EU Grant: EUR 6,952

Project Web Site: <http://www.iesbielmarti.cat/web/>²⁵

²⁴<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-ES01-KA101-015236>

²⁵ <http://www.iesbielmarti.cat/web/>

Trois langues, un chemin

Project Summary

Saint François-Xavier school is in Urrugne (France) near the border with Spain. In our region there is a principal language, French and a minority language, Basque. 20% of our students are Spanish. The three languages and the three cultures are a treasure, but also a challenge that our students have to learn for their professional future and their citizen's life.

Our school's project's name is "The languages, one way". The education is bilingual French-Basque and the students learn Spanish as a foreign language.

We use different teaching methods for the languages; among those are theatre and music. We try to improve in our profession sharing experiences with our colleagues, or receiving some courses. Following this aim we would like to do a teacher's exchange with an Irish school, Scoil Lorcaín, (Monkstown).

During 2014-2015 school-year we will fix the different projects for our school, with our methods. We don't want to do a new project "to show", but share our way of teaching. There will be a group of three teachers, which will communicate with the Irish school to let them know what we will be doing in our school. This group of teachers will study and analyze the Irish teaching material. Two meetings are planned for each term.

In March three Irish teachers will come to our school during their break, to watch since we teach. And in April, during our holidays, three French teachers from our school will go to Ireland. We would be able to discover the methods studied during the year.

When the group will be back they will prepare a file, to share with the rest of the teachers.

The goal is to discover other teaching methods that let us improve in our profession. That will help our students to become European citizens, with cultural and linguistic wealth. They will be able to live in this multicultural Europe.

[Link to Erasmus+ Project Results Platform²⁶](#)

Project Information

Project Coordinator: Ecole Saint François Xavier, France

Partner countries: Ireland

Key Action: Learning Mobility of Individuals

Action Type: School education staff mobility

Dates: September 2014 – August 2015

EU Grant: EUR 4,665

²⁶<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-FR01-KA101-001669>

Adult education – staff mobility

Amélioration des pratiques dans la formation en langues minoritaires ciblées

Project Summary

Aim: The aim of this short, 10-day training session is to enable our employee to take charge of the training of teachers and instructors of Breton.

Context: For the past two years, our association has devoted its energy to train staff in elderly homes in West Brittany to help them acquire basic Breton language skills. We have developed expertise in this field where needs are steadily growing, as more and more young employees don't master Breton whereas a large number of residents are struck with degenerative diseases such as Alzheimer, where they lose their command of French and revert only to Breton, their first language. We aim therefore at transmitting our experience and expertise (pedagogical skills, training and pedagogical engineering) to Breton speakers, with the aim of training them as teachers, whether on a charity basis or as members of the staff. We realise how much we have to learn in the field of transmission of procedural know-how and would like our employee to acquire the skills that would enable us to carry our project through.

Choosing the training: The type of training offered by Pilgrims at Kent University appears to precisely meet our needs: learning how to plan training sessions, focus on interpersonal relationships and developing such skills.

Immediate gains: We are confident that our employee (who's been chosen for her pedagogical skills and her expertise in training engineering) will be able to train Breton speakers, who in turn will become teachers of Breton, hence meeting the needs of the staff in elderly homes.

Potential gains: Increasing the number of training sessions in the Breton language.

Impact: Through this training session our association will also be more efficient in conducting its common projects with our Welsh and Irish partners, as we will be capable of transmitting our pedagogical and procedural know-how.

[Link to Erasmus+ Project Results Platform²⁷](#)

Project Information

Project Coordinator: Blaz Produktion, France

Key Action: Learning Mobility of Individuals

Action Type: Adult education staff mobility

Dates: July 2014 – June 2015

EU Grant: EUR 3,470

²⁷<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-FR01-KA104-001924>

Youth – mobility of individuals

Kernow-Breizh: un échange international de jeunes au service de la revitalisation de 2 langues minoritaires celtiques, le breton et le cornique

Project Summary

Kernow-Breizh: an international youth exchange to revitalise two minority languages, breton and cornish. It is proposed to organise a youth exchange of some 10 days between young Breton speakers from Brittany (schooled in bilingual Breton-French systems) and young Cornish who know only a little of their own regional language (the movement to re-energise Cornish is more recent than the re-energisation of Breton). This exchange will involve 24 young people of 13-16 years (12 Bretons and 12 Cornish) and 4 supervising adults (2 from the Breton association UPABAR and 2 from the Cornish association Kowethas an Yeth Kernewek). It will take place in Cornwall from the 14th to the 23rd of July 2016. This project aims to develop the linguistic and intercultural competencies of the young people, to stimulate the interest of the young people in their own regional culture and language, to spark their curiosity towards a 'sister' language, to develop educational skills in the young people (learn to design and organise cultural discovery workshops, be role models for the other young people) and encourage the creation of friendship links and openness towards Europe. To achieve these objectives, the organising team will build upon exchange activities designed and organised by the young people, team building activities, activities to discover the culture and heritage of Cornwall as well as during the daily tasks and informal times. The principal impact expected is an evolution of the image that the young people have of their own regional language; enjoyment in speaking it and demonstrating it to others, a wish to learn more (Cornish side), the use of it as a means of international exchange, understanding of the future of the minority languages... The young people must feel involved in an important local community, as well as understand that promoting and defending regional languages are very much at stake on the European level. This contributes to the global ambition for the repossession of regional languages by the younger generations, along with their learning of European citizenship, in the respect and knowledge of cultural diversity. Should the assessment of this exchange be positive, a return trip will be considered in Brittany in summer 2017.

[Link to Erasmus+ Project Results Platform²⁸](#)

²⁸<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-FR02-KA105-011253>

Project Information

Project Coordinator: Union Bretonne Pour l'Animation des PAys Ruraux, France

Partner countries: United Kingdom

Key Action: Learning Mobility of Individuals

Action Type: Youth mobility

Dates: May 2016 – August 2016

EU Grant: EUR 12,14

eTwinning projects

Greek - Griko . Your language sounds familiar.

Project Summary

In which part of the world can you hear people speaking Greek apart from Greece? This project is an intercultural dialogue between Greek students that live in Athens, Greece and Italian students that live in Southern Italy. It aims at helping students a) discover their long forgotten common roots and b) preserve their cultural heritage in a meaningful creative way. Greek and Italian partners will probe into their past to discover the cultural links between Greece and the Greek speaking villages of Southern Italy.

Aim: This project aims at helping students:

- present their culture to their partners in order to find similarities and differences;
- learn about each other's customs and traditions;
- collaborate with their partners and use resources to search and discover the origin and the evolution of "griko", a minority dialect spoken in some villages in Southern Italy;
- develop their digital skills and use new technologies in order to present the knowledge gained in a creative way;
- practice English in real authentic communication.

Expected results: by the end of this project students from Greece and the Greek speaking villages of southern Italy

- will have promoted their cultural heritage;
- will have become aware of their cultural differences and similarities;
- will develop their artistic skills;
- will develop their linguistic skills in English;
- will have made meaningful use of WEB. 2 tools;
- will have developed their social skills;
- will have created a glossary with common every day phrases in Griko;
- will have created an on line game based on the knowledge they have gained through the project on both the Greek and the Italian culture

Partner countries: Greece and Italy

Basque & Gaelic

Project Summary

Students will learn and talk to each other about the Basque and Gaelic languages. They will learn some vocabulary, reflect about the history and structure of both languages as well as learn some traditions of both cultures.

Aim:

- Talk and ask about traditions.
- Improve the communicative competence through different means
- Value and reflect about their own culture and other cultures within different countries
- Learn cultures and traditions from other countries.
- Reflect about similarities and differences among languages

Work process: The project will start in November 2017 and probably finish in April 2018, although it could be until June if the process goes well. Students will have to perform certain tasks (padlets, videos) on certain dates and will see the others work. These tasks will be related to different aspects-(language, songs, traditional instruments).

The tasks will be developed every month. They will be able to ask questions to each other by using eTwinning twinspace and by videoconferences set on certain dates.

Expected results: the final products will be the videos and the online posters developed by students.

Partner countries: Spain, United Kingdom and Ireland

Celtic cousins

Project Summary

We are two schools in France and Ireland who are exploring the similarities in our respective Celtic cultures. We will teach our pupils Irish and Breton during this project. We will write a story together and communicate our story through a variety of media. We will learn about life and language in our respective countries.

Aim:

- To learn about daily life in our different countries - similarities and differences;
- To learn about the native language in our countries (Breton & Irish);
- To teach one another key words and phrases in Irish and Breton;
- To sing songs in our respective language (Irish & Breton);
- To communicate through email, traditional mail, the eTwinning twinspace and video-conference;
- To write a story together incorporating our different languages and a common Celtic theme;
- To develop friendships between our two Celtic cultures.

Expected results: Completed storybook and an e-book version with recordings of extracts of the story. Newly acquired set of phrases of our respective languages in Breton and Irish.

Partner countries: France and Ireland

Creative Europe

Other words – Literary circuit for small and minority languages

Project Summary

Other Words will create a network of creative placements for minority or lesser used language writers, cooperating with cultural agents in countries where those languages are spoken. A defining European characteristic is cultural and linguistic diversity. During our long history much of the literature in these languages has been hidden, surviving thanks only to their speakers and creators. Other Words seeks to help Europeans to discover this richness via artistic placements and translations, sharing experiences from different territories. Mobility of writers and their works is central to the project. It will offer 8 week-long literary residencies. Writers from participating countries will be placed in a different participating country. Each year partners will send 2 writers and host 2 other writers. The participating bodies will issue an open call and run a selection process.

Also, they will have to offer mediation activities to the literary creators they host. The aim is that dynamic relationships be formed during the placements with the communities in the host country. Firstly, the creation process should be carried out in a way that is visible to the public and, secondly, the placement experience should be depicted in the creation process. Writers must, therefore, complete 2 activities during their placement. Examples of possible activities include:- Conferences or workshops for the general public.- Activities promoting reading and writing for children and young people.- Collaborating with an artist from the host territory and combining disciplines. Finally, literary works created by these writers will be translated into English and the other languages and published digitally on the project's website. This digital platform will also show activities held during the placements to new readers and to European cultural promoters working with artists in minority languages, offering them first-hand information on our efforts to help writers work transnationally.

[Link to Creative Europe Project Results Platform²⁹](#)

Project Information

Project Coordinator: Donostia Kultura entidade publica empresarial, Spain

Partner countries: the Netherland, Former Yugoslav Republic of Macedonia, Ireland and Slovenia

Subprogramme: Culture

Action: Cooperation projects

Dates: May 2015 – Ongoing (foreseen end date April 2019)

EU Grant: EUR 200,000

Project Web Site: www.donostiakultura.com

²⁹<http://ec.europa.eu/programmes/creative-europe/projects/ce-project-details/#project/559469-CREA-1-2015-1-ES-CULT-COOP1>

(Re) Discovering Europe

Project Summary

(Re)discovering Europe is a project in the field of theatre, dealing with contemporary Europe and challenges it faces today. It is an attempt to speak about Europe from a minority perspective through theatrical language – how different minorities participate in the creation of the identity of contemporary Europe and whether we can offer new perspective of Europe through this subject. This is the reason to choose the last play of Luigi Pirandello "The Mountain Giants" as a metaphore of multiculturalism and motive of the cooperation on this subject. Project includes 5 partners, minority theatre ensembles from European cities with long tradition of multiculturalism, which in some of these environments has recently been reduced to a folkloristic decoration to the official, majority culture.

Parts of the project:

- Co-production of the play "the Mountain Giants" by Luigi Pirandello;
- Educational programme "Incubators of theatre knowledge";
- Artistic workshops "From Pirandello to Brexit" by Paolo Magelli;
- Audience development programme "Performative kitchen cooking diversity";
- Scientific research on participation of minorities in culture in European cities.

After the casting of actors in all 5 theatres and intensive rehearsals, the ensemble will tour 5 cities with the play Mountain Giants. During this process, artistic, educational and audience development activities will be organized. Objectives of the project: -to enhance mobility, cooperation and intercultural dialogue in the field of performing arts-theatre-to raise awareness of the importance of pluralism in contemporary Europe, contribute to elimination of cultural and language barriers, confirming the theatre space as a space of universal communication-to raise capacities of cultural professionals-to establish European minority theatre network to increase their visibility on European level-to educate an audience that will be sensitised to diversity and to enlarge its participation in cultural life.

[Link to Creative Europe Project Results Platform³⁰](#)

³⁰<http://ec.europa.eu/programmes/creative-europe/projects/ce-project-details/#project/583762-CREA-1-2017-1-HR-CULT-COOP1>

Project Information

Project Coordinator: Hrvatsko Narodno Kazaliste Ivana Plzajca Rijeka, Croatia

Partner countries: Serbia, Romania, Former Yugoslav Republic of Macedonia and Italy

Subprogramme: Culture

Action: Cooperation projects

Dates: May 2017 – August 2018

EU Grant: EUR 200,000

Project Web Site: <http://hnk-zajc.hr/>³¹

³¹ <http://hnk-zajc.hr/>

"CU TENDA" – Stories, Images and Sounds on THE MOVE (Living memory of south eastern Europe)

Project Summary

"CU TENDA" ("traveling with the tent") proposes an insight into imaginary of cultures on the move from South-eastern Europe. Using as primary tools creativity and inter-connectivity, the project seeks to explore living memory of cultural and ethnic groups from the Balkans and South Italy, following a symbolic road through time and space.

For this aim, the project seeks to:

- Facilitate access to knowledge about these cultural groups (researching/ documenting cultural history, finalized with documentary films and the creation of digital public archive and web-site, publications, large promotion and dissemination);
- Encourage and support self-representations and creative manifestations of own identity of these groups (through theatre play, creative workshops);
- Encourage communication and true interaction between these cultures and between majority and minority groups (interactive exchange visits with multiple goals, interactive exhibitions and intercultural workshops/sessions).

The core concept of the project is the challenge to envision and experience heritage, especially intangible heritage, through a multitude of perspectives, methods, disciplines (anthropology/ ethnography, museography, photography, visual arts, performance arts, craftwork, music etc.). Based on this view of interdisciplinarity as an essential, complex instrument which aids understanding and true encounter with "the other" (cultural groups), the project will support mobility and circulation of knowledge and creative capital (artists, cultural professionals cooperating and performing trans-nationally) in order to discover and contribute to European common shared values. The project will also include an audience development strategy, focused on attracting new categories of public towards experiencing living memory of ethnic groups of SE Europe. Through this, a greater awareness on issues of cultural diversity and minorities is expected on European level.

[Link to Creative Europe Project Results Platform](#)³²

³²<http://ec.europa.eu/programmes/creative-europe/projects/ce-project-details/#project/559393-CREA-1-2015-1-RO-CULT-COOP1>

Project Information

Project Coordinator: Muzeul Taranului Roman, Romania

Partner countries: Bulgaria, Italy and Former Yugoslav Republic of Macedonia

Subprogramme: Culture

Action: Cooperation projects

Dates: October 2015 – Ongoing (foreseen end date September 2019)

EU Grant: EUR 199,725.65

Project Web Site: <http://www.muzeultaranuluiroman.ro/>³³

³³ <http://www.muzeultaranuluiroman.ro/>

Bringing Winners of the EU prize to Albanian Literature

Project Summary

By implementation of this project our goal was to put the spotlight on the diversity and on the values of Europe's contemporary fiction literature and to promote the circulation of the EU prize winners in literature in Albania and in the Albanian diaspora and to encourage greater interest in less spoken languages literary works. For that reason we have selected 7 EU prize Literature: The ice-cream man (Jaatelokauppias) by Finish Katri Lipson; Roulette by the Croatian Lada Zigo, Hah by Turkish Birgül Oğuz, Lejl İhallik Tghid (What the Night Lets You Say) by Maltese Pierre J. Mejlak, Puna glava radosti (Head Full of Joy) by Montenegrin Ognjen Spahic, , Amateur by Luxembourg Jean Back, Nebesa v robidah by the Slovenian Nataša Kramberger. Our project aimed not only to translate and to publish in Albanian the above mentioned works, but also to promote them in Albania and in the Albanian speaking communities like in Kosovo, FYROM and Montenegro and not only in most important international fairs, in Istanbul, Frankfurt, Paris, Pristina, Montenegro, Thessaloniki, Skopje, but also in Beijing Book Fair, Moscow Book Fair, Sharjah Book Fair, Ashgabat Book Fair, Beijing Book Fair, etc. We have also distributed and promoted the books of our project in the regional book fairs and festivals like e.g. Pogradec, Korca, Saranda, Vlora, Fieri, Berati, Durres, (two times), Tirana, Shkodra, Velipoja, Lezha, Tetovo, Struga, Peja, Mitrovica, Prizren, Ulcini, etc. We have promoted those works and the EU contribution in the Albanian media, social networks and newspapers and through innovative tools of promotions such as Apple & Android Applications, multiple group mails, digital advertising etc.

[Link to Creative Europe Project Results Platform](#)³⁴

Project Information

Project Coordinator: Fan Noli 2002 Shoqeri me pergjegesi te kufizuar, Albania

Subprogramme: Culture

Action: Literary translation projects

Dates: September 2015 – August 2017

EU Grant: EUR 53,013.14

Project Web Site: <http://www.booksal.com>³⁵

³⁴<http://ec.europa.eu/programmes/creative-europe/projects/ce-project-details/#project/561125-CREA-1-2015-1-AL-CULT-LIT1>

³⁵ <https://booksal.com/>

European Bibliodiversity for Young Readers

Project Summary

During the project European Bibliodiversity for Young Readers we will publish, promote and contextualize ten high quality European literary works of minority and/or less known children's literatures, most of them written in less used languages and awarded at the national and international level. Leading authors from Catalonia, the Basque Country, Galicia, Iceland, Hungary, Ukraine, Portugal and Slovenia will be translated into Slovenian and Spanish by renowned and promising translators. The promotion of published books will include various book presentations: reading tours of writers and translators, round tables "Literary Mosaics", reading promotion project Leo, leo, translation of excerpts into Spanish, etc. In order to contextualize all published works, the books will include prefaces and information on selected authors and translators. We will also organize press conferences and stimulate interviews, book reviews and scientific articles on lesser known children's literatures. The project will also ponder the translation as an important transnational tool, especially the significance of translators in this process (round tables, activities "Be a Bridge" in the frame of reading promotion project Leo, leo, information on translators in translated books and excerpts). Recently, various theories (Postcolonial, Feminist, Polysystem) radically changed the image of the World and European literature, pondering marginal, minority, peripheral and other overlooked discourses, which are crucial for the holistic image of the European culture. The activities in the project EBYR aim to establish the comparative frame of overlooked discourses in children's literature, to emphasize similarities and differences in treating themes and motives, literary characters, forms and genres, but also reflections on their translation. The published books will be designed in accordance with recommendations for dyslexic readers in order to facilitate reading for all the readers.

[Link to Creative Europe Project Results Platform³⁶](#)

Project Information

Project Coordinator: Ales Cigale, Slovenia

Subprogramme: Culture

Action: Cooperation projects

Dates: October 2015 – September 2017

EU Grant: EUR 29,897.32

Project Web Site: <http://www.malinc.si>³⁷

³⁶<http://ec.europa.eu/programmes/creative-europe/projects/ce-project-details/#project/561217-CREA-1-2015-1-SI-CULT-LIT1>

³⁷ <http://www.malinc.si/sl/o-nas/>

Creative Europe MEDIA

Creative Europe MEDIA supported the development and distribution of Drama feature film "**Estiu 1993**" by Carla Simon-Pipo, shot in Catalan and winner of the Best First Feature award at Berlinale 2017 and 3 Goyas Prizes in 2018, including Best New Director.

For development:

Beneficiary producer: Inicia Films (Spain)

Support scheme: Single Project (2015)

Grant: 30.000 €

For distribution:

6 projects (BE, DK, EL, FR, NL, PL) financed under the Automatic Scheme with a total amount of 21.786 € + 1 project (PL) financed under the Sales Agents Scheme with a total amount of 3.350 €

http://www.mfdb.eu/en/film-estiu_1993__verano_1993_c87033

https://www.imdb.com/title/tt5897636/?ref_=nv_sr_1

The programme also supported the development of creative documentary "**Arctic Superstar**" by Simen Braathen (produced in 2016). The film focuses on the Sami language and follows the Sami rapper SlinCraze, trying to earn his living from his music although less than 20.000 people speak his endangered language.

Beneficiary producer: Indie Film (Norway)

Support scheme: Slate Funding (2014)

Grant: 26.309 €

https://www.imdb.com/title/tt5256238/?ref_=nm_film_wr_1

For TV programming, Creative Europe MEDIA supported the drama series "**Hinterland 3**" ("Y Gwyll) with 500.000 € in 2015. The series was shot in Welsh (and in English).

Drama series "**Midnight Sun**" was also supported with 1.000.000 € in 2015. It is a French-Swedish co-production crime series having the Sami minorities and protagonist as main background.

Also for TV programming, documentary "**New Norway**" was supported with 78.960 € in 2016. It is a creative documentary that explores the conflict between Sami reindeer herders, Norwegian adventure snowmobilers and tourist development through the eyes of Ingá-Máret, a young Sami woman.

When it comes to distribution, two films were qualified and supported under the Creative Europe MEDIA programme that were both shot in Basque and Spanish:

PIKADERO by Ben Sharrock (2015), qualified by MEDIA as UK on the basis of the above mentioned criteria: 1 project (EL) financed under the Automatic Scheme with a total amount of 950 €.

HANDIA by Jon Garano and Aitor Arregi (2017), qualified by MEDIA as ES: 1 project (EL) financed under the Automatic Scheme with a total amount of 1.462 € (HANDIA was awarded the Special Jury Prize at San Sebastián International Film Festival and 10 Goya Prizes in 2018 out of 13 nominations).

A total of five films shot in Catalan were qualified under the Creative Europe MEDIA programme, out of which, besides "Estiu 1993" the following were supported:

MIL COSES QUE FARIA PER TU by Dídac Cervera (2017): 1 project (AT) financed under the Sales Agents Scheme with a total amount of 2.868 €

INCERTA GLORIA by Agusti Villaronga (2017): 1 project (EL) financed under the Automatic Scheme with a total amount of 3.900 €.

Furthermore, **SAMEBLOD** by Amanda Kernell (2016, her first long film), winner of the Dragon Award Best Nordic Film at the Göteborg Film Festival, the Federa Award for Best Young Director at the Venice Film festival and the Europa Cinemas Label for best European film in the section Venice Days besides the Lux prize in 2017, qualified as a Swedish film by MEDIA and it was shot in Swedish and in South Sami.

2 projects (CZ, SK) financed under the Automatic Scheme with a total amount of 1.800 €

