

# Annual Report

Mercator European Research Centre on Multilingualism and Language Learning

2013





## CONTENTS

<b>CONTENTS .....</b>	<b>3</b>
<b>1 INTRODUCTION .....</b>	<b>5</b>
1.1 BRIEF HISTORY .....	6
1.2 GENERAL DESCRIPTION .....	6
1.3 CURRENT STATE AND AMBITIONS .....	7
1.4 PREVIEW .....	8
<b>2. SCIENTIFIC RESEARCH .....</b>	<b>9</b>
2.1 RESEARCH PROJECTS .....	9
2.1.2 <i>More Languages, More Opportunities</i> .....	11
2.1.3 <i>Language Vitality</i> .....	13
2.1.4 <i>Self evaluation knowledge valorisation</i> .....	15
2.1.5 <i>New project LANGoer</i> .....	16
2.2 PROJECT APPLICATIONS NOT GRANTED .....	16
2.2.1 <i>INFORM</i> .....	16
<b>3. DISSEMINATE KNOWLEDGE IN NETWORKS .....</b>	<b>18</b>
3.1 LEARNME LANGUAGE AND EDUCATION ADDRESSED THROUGH RESEARCH AND NETWORKING BY MERCATOR (2013-2015) .....	18
3.2 NPLD - NETWORK TO PROMOTE LINGUISTIC DIVERSITY (2009-2015) .....	20
3.3 LANGUAGE RICH EUROPE .....	21
3.4 CIVIL SOCIETY PLATFORM ON MULTILINGUALISM (2009-2014) .....	22
3.5 NETWORK OF SCHOOLS .....	23
3.6 EUROPEESK BURO FOAR LYTSE TALEN (EBLT) .....	23
<b>4 CONFERENCES AND STUDY VISITS .....</b>	<b>27</b>
4.1 CONFERENCES .....	27
4.1.1 <i>Anniversary Symposium: 75 years Fryske Akademy, 25 years         Mercator Research and Tjeerd de Graaf's 75th birthday</i> .....	27
4.1.2 <i>'Multilingual &amp; Multicultural Communication' Day at SOAS         (University of London) 17 June</i> .....	27
4.1.3 <i>Expert Seminar, 'The Ethnocultural Dimensions in Education'</i> .....	29
4.2 STUDY VISITS .....	30
4.3 SEMINARS ATTENDED BY RESEARCHERS OF THE MERCATOR EUROPEAN RESEARCH CENTRE .....	32
<b>5. PUBLICATIONS .....</b>	<b>33</b>
5.1 REGIONAL DOSSIERS SERIES .....	33
5.2 BOOKS, ARTICLES, PRESENTATIONS & MERCATOR IN THE MEDIA IN 2013 ...	34
5.2.1 <i>Books</i> .....	
5.2.2 <i>Articles</i> .....	
5.2.3 <i>Presentations</i> .....	
5.2.4 <i>Mercator Research Centre in the media in 2013</i> .....	34
<b>6. LIBRARY AND DOCUMENTATION .....</b>	<b>35</b>
<b>7. WEBSITES .....</b>	<b>38</b>

7.1 WWW.MERCATOR-RESEARCH.EU .....	38
7.2.1 <i>Mercator Network Newsletter</i> .....	40
7.2.2 <i>Newsletter readers</i> .....	40
7.2.3 <i>Mercator Network on Twitter</i> .....	41
7.3 WWW.NETWORKOFSCHOOLS.ORG .....	41
7.3.1 <i>Network of Schools Bulletin</i> .....	42
7.4 THE NEAR FUTURE .....	42
<b>8. FINANCIAL SITUATION .....</b>	<b>42</b>
8.1 OPERATIONAL COSTS .....	42
8.2 STAFF .....	44
8.3 AFFILIATED RESEARCH CONTACTS.....	45
<b>APPENDICES.....</b>	<b>47</b>
<b>APPENDIX I .....</b>	<b>48</b>
GOAL AND MISSION OF THE MERCATOR EUROPEAN RESEARCH CENTRE ON MULTILINGUALISM AND LANGUAGE LEARNING.....	48
<b>APPENDIX II .....</b>	<b>52</b>
<b>APPENDIX III.....</b>	<b>60</b>
PRESS RELEASES: A COMPLETE OVERVIEW OF ALL PRESS RELEASES OF THE MERCATOR RESEARCH CENTRE IN 2013.....	60
<b>APPENDIX IV .....</b>	<b>67</b>
PUBLICATIONS: IN POPULAR MEDIA, NEWSPAPERS, TELEVISION, RADIO, INTERNET ETC.....	67
<b>APPENDIX V .....</b>	<b>81</b>
INVITATION LANGUAGE RICH EUROPE SYMPOSIUM .....	81

## 1 INTRODUCTION

In this annual report on the year 2013, the Mercator European Research Centre on Multilingualism and Language Learning is looking back on its activities and will present its ambitions for the future. From its origin in 1987, the focus of Mercator in the beginning was to be found in documentation and information of Regional and Minority Languages (RML) in the European Union. Nowadays, the Mercator Research Centre is more oriented to research with a clear focus on multilingualism and language learning specially linked to Regional and Minority Languages in Europe and beyond. Mercator has an open eye for other developments in the field of multilingualism, such as sign languages and immigrant languages. The interest in the diversity of languages in Europe is expressed first of all in Mercator's assessment of indigenous, regional and minority languages. Second, in language teaching in formal and informal settings and third, in a growing need for reliable data and comparative research. Mercator serves as a platform in Europe, it brings people together to share knowledge, exchange experiences and good practices and it connects scientists with practitioners, politicians and policy makers. All together these functions are of major importance for Mercator to fulfil its mission, received by the local authorities with flair: "bring Fryslân to Europe and Europe to Fryslân".

The activities of the Mercator Research Centre have the following four components:

1. Knowledge Acquisition and Inventory: Mercator focuses on existing research on multilingualism in the Netherlands and collaborating institutes in Europe. It collects and stores findings, policies and practices in the domain of regional and minority languages and multilingual education, both on paper and digitally.
2. Knowledge Transfer and Dissemination: Mercator transfers knowledge in various ways:
3. Knowledge Use and Application: The expertise of Mercator is applied by professionals in the multilingual practice in pre-school development, in innovations in language education, in pedagogical concepts in multilingual teaching and language acquisition and in overall language policy and planning. Mercator also advises in issues of multilingual education with respect to schools, trainer-institutes and school boards and to local and regional government agencies.
4. Knowledge Creation / Scientific Research in a theoretical (theory construction and testing) and empirical (data gathering) sense. The above-mentioned expertise of Mercator will result in conducting scientific research at its own institute and in collaboration with universities and other academic research centres. This research will be carried out with standard scientific methods and techniques such as surveys, experiments, and case studies and will be used as a tool for knowledge acquisition, knowledge application and knowledge circulation as well as other related knowledge activities.



## **1.1 Brief history**

In 2007 funding obtained from both the Province of Fryslân and the municipality of Ljouwert/Leeuwarden gave the Mercator Research Centre a firm financial basis. The Mercator Research Centre also signed a research contract with the Basque Autonomous Community (November 2007) for the period till 2012 and later on for the period 2012 – 2015. The centre obtained new EU-funding for a Mercator Network project called LEARNMe (2013-2015).

Thanks to this financial security the Mercator Research Centre was able to expand and realise its ambitious goals. For example by participating in various EU-funded projects and networks, as well as acquiring research projects from other sources.

## **1.2 General description**

The Mercator Research Centre is part of the Fryske Akademy and is based in Ljouwert/Leeuwarden. The Fryske Akademy is a multidisciplinary institute whose main task is to conduct fundamental and applied scientific research in the areas of the Frisian language, its culture, its history and society. The main expertise of the Fryske Akademy concerns fields of social sustainability, education, language sociology, language systems in multilingual societies, and regional culture and identity in a comparative perspective. On these fields the Akademy delivers high qualitative and innovative achievements with a clear social relevance.

The Mercator Research Centre aims at the acquisition and creation, dissemination and application of knowledge on various aspects of language vitality and multilingualism in a wide context. Therefore the Mercator Research Centre:

- gathers and mobilises expertise in the field of language learning at school, at home and through cultural participation in favour of linguistic diversity of Europe;
- is an independent and recognised reference centre for policy makers and professional workers in the field of multilingual education and language learning;
- addresses the growing interest in multilingualism and the increasing need of language communities to exchange experiences and to cooperate in a European context. The starting point of research lies in the field of regional and minority languages. Yet, immigrant languages and smaller state languages are also topic of study.

The Mercator Research Centre focuses on research, policy and practice in the field of multilingualism and language learning. Its activities can be divided in research, documentation services, applying results of research, (international) events and (joint) projects. Documentation services are a continuation of services such as the library, a database of experts and organisations and the answering of incoming questions. Research projects

are usually externally funded. They are a good way for the Mercator Research Centre to further improve its reputation in the field.

### **1.3 Current state and ambitions**

Since 2007 Mercator / Fryske Akademy and the Basque ministry for Education and Research work together. The agreement for co-operation has been extended for another 4 years (2012 – 2015). The new project is aiming at research and the organisation of international expert seminars. Its research aimed at the multilingual classroom in the society of the Basque Country as well as in Fryslân. In 2013 the focus of research shifted towards “ethno cultural dimension of school curricula in primary and secondary education”

Through the years the Mercator Research Centre achieved an increasing reputation as a reliable project partner in the field of multilingualism in Europe. This results in an increasing amount of special requests for expertise, conference (key) presentations and to become partner in projects, etc. The high profile of the Mercator Research Centre’s activities and the good reputation it gained in Europe and beyond also has a positive side effect for the Province of Fryslân and the municipality of Ljouwert/Leeuwarden.

As one of the research centres in the city of Ljouwert/Leeuwarden the Mercator Research Centre strengthens the position of the city and its universities for applied sciences as the future hotspot of new knowledge and technologies within the University Campus Fryslân (UCF). In particular, the Mercator Research Centre is improving the expertise of all professionals with regard to language learning and linguistic diversity.

For the Province of Fryslân and the municipality of Leeuwarden, the Mercator Research Centre is a window to Europe. In that sense it is not only acting as an ambassador for Fryslân in Europe, but also providing Frisian partners with the inspiration of best practice examples in the field of multilingualism from across Europe.

More about the ambitions of the Mercator European Research Centre on Multilingualism and Language Learning can be found in Appendix I.

In 2013 the Mercator Research Centre hosted several (inter)national conferences. The staff members have also been active participants and presented their work at numerous events across Europe and even further.

Other activities of the Mercator Research Centre include its own Network of Schools and the publication of Regional Dossiers, which give detailed descriptions of the actual language situation in multilingual regions in Europe, in particular with regard to education. Moreover, the Mercator Research Centre is an active member of the Civil Society Platform on Multilingualism, created by the European Commission in the end of 2009 and which mandate has been extended in 2012 by the EC. In October 2012 the provincial minister Mrs. Jannewietske de Vries has been elected as president of the NPLD (Network to Promote Linguistic Diversity, see also paragraph 3.2), a Europe

wide network that receives co-EU funding. Hosting two of the main institutions/networks dealing with multilingualism and minority languages in Europe creates a strong position for Fryslân. Mercator and the NPLD complement each other in a constructive way. Background of the Mercator Research Centre lies in academic research and NPLD has a strong background in policy. The Mercator Research Centre maintains close and good relations with the NPLD and foresee also good and fruitful co-operation in the coming years.

#### **1.4 Preview**

The Fryske Akademy wants to strategically further develop into a 'laboratory Fryslân' which will bring the Frisian case effectively out in the open for the regional, national and international scientific community.

Four years ago the province of Fryslân started an initiative called the University Campus Fryslân (UCF) to endorse the academic/university, educational and research culture in Fryslân with one of the hotspots being "multilingualism". The UCF will consist of a research school and will offer a number of master degrees, in co-operation with universities. In 2013 a number of AIO's have been appointed in the research school. Mercator is involved in this development, which also includes a university research master on multilingualism.

This report will not provide an exhaustive list of all activities carried out, but will highlight the activities most noteworthy. In the coming paragraphs these activities will be described.



## 2. SCIENTIFIC RESEARCH

### 2.1 Research projects

Mercator has, amongst others, carried out the following (ongoing) research projects in 2013:

- FRY-EUS with the Basque Country
- More Languages, More Opportunities
- Language Vitality
- Valorisation of knowledge and self-evaluation

In the next paragraphs these projects are presented.

#### 2.1.1 FRY-EUS

The Fryske Akademy, through the Mercator European Research Centre on Multilingualism and Language Learning, carried out the project that has been designed as part of the activities for the second multi-annual contract. Mercator carries out the project, known as the FRY-EUS project. The acronym refers to the codes of the Frisian (FRY) and the Basque language (EUS), the minority languages of the regions of investigation. The dominant languages in these two regions are Dutch and Spanish respectively. The general objectives of the multi-annual research project are to analyse bilingualism and multilingualism as a resource for the individual and society and as a resource at school. In both the BAC and in Fryslân teachers play a key role in the context of learning languages inside the multilingual classroom where students have different language backgrounds and where the students are learning their home language, as well as a second and a third language.

The research team is based in Ljouwert and Donostia. By electoral circumstances the agreement 2013 started in July 2013. For 2013, the team in Ljouwert consisted from July onwards of two researchers. In Donostia the team consisted of one researcher from May onwards. The project leader is based in Ljouwert. The teams are supported by a senior researcher (functioning as an advisory board). The teams have worked independently from each other but in basic parallel lines carrying out the same work, both focusing on their own region. Also joint work is defined, consisting of project meetings and school visits.

#### FRY-EUS in 2013

The 2013 research proposal focused on the specific ethno cultural dimensions of the education curricula both in primary and in secondary levels. In addition within the framework the expert seminar 'The Ethno cultural Dimensions in education' was organised and held in October 2013 in Ljouwert. Three reports that should have been finished early 2013 could be completed after the delayed start in in July 2013.

The research activities of the second and the third report: 'Teacher didactics used in English language lessons in Friesland and the Basque Country' and 'Learning English in of Friesland and the Basque Country: Attitudes, Motivations and Language Use', were conducted simultaneously. The same schools in the Basque Country and in Friesland were used for both studies. In

both regions the researchers distributed the diaries to the pupils at the beginning of the classroom observation period. The diaries have been filled in by the pupils who were taught during the class room observations: direct observations inside the classrooms; indirect observations by means of language diaries filled in by the pupils themselves in order to obtain a more complete picture of the use of English. Pupils have been answering questions about attitude and motivation towards their language use. Unfortunately this questionnaire did not yield useful results. Both, inside and outside the school-context, have been combined in one report, instead of the intended separate reports, mentioned in the Initial Report. The data on English language use inside and outside school is reflected in the 'new' report: 'The Characteristics of the Didactics of English Language Teaching in Secondary Education and the Exposure to and Use of English outside school: A Comparison of the Province of Friesland and the Basque Country'.

The research, done in 2012, also had to be reflected in a report in 2013: The multilingual classroom in primary education in the Basque Country and Friesland: beliefs of teachers and their language practices.

The new project 'The ethno cultural dimension of the curriculum' deals with the specific language and literature; history and geography; culture and society (former and actual ones); arts (music, singing, dancing); games and sports; technology and technicalities; demography (regional, provincial and/or local distribution age pyramids) and demo linguistics; urbanisation and natural areas; regional organization of institutions in each specific language community or its referential ethno cultural aggregate. Information was collected from parallel experiences in Europe by contacting specialists/correspondents, through a questionnaire, designed by the Department of Education, Universities and Research in the Basque Country. Responses were received from 15 regions in Europe. The first outcomes were brought together and presented. Also the contributions to the Expert Seminar were resources for thinking about the practical design of the forthcoming research.

## **Research activities**

For the 2013 contract: The Frisian part of the team has carried out exploratory research, including the questionnaire, designed by the Department of Education, Universities and Research in the Basque Country. The questionnaire was adapted and results were analysed. An exploration of Ethno cultural Dimensions has been written.

## **Publications FRY-EUS 2013**

*Written language competence in three languages in the school context: A Comparison of the Province of Fryslân and the Basque Autonomous Community*

Authors: Jildou Popma, Eli Arocena

*The Characteristics of the Didactics of English Language Teaching in Secondary Education and the Exposure to and Use of English outside school: A Comparison of the Province of Friesland and the Basque Country*

Authors: Eli Arocena, Jildou Popma

*The Multilingual Classroom: the educational value of various aspects of multilingualism in the classroom in the BAC and in Fryslân.*

Authors: Eli Arocena and Durk Gorter

### **Team meetings**

The researchers of the Frisian team have held meetings with the Frisian team on a weekly or fortnightly basis. In the first six months of 2013 meetings with the entire Basque-Frisian team were cut off by the interruption of the ongoing contract. The first Basque-Frisian meeting could therefore be held in Ljouwert on September 6<sup>th</sup>. Progress and planning were discussed. A second meeting was held during the Expert Seminar in October in Ljouwert. In addition, the Basque researcher stayed two days after the seminar in order to co-act with a Frisian researcher on two reports. A third Basque-Frisian meeting was held on 29<sup>th</sup> of November in Ljouwert. The new research 'Ethno cultural Dimensions' was discussed.

### **Expert seminar 2013**

The FRY-EUS team attended the Expert Seminar 'Ethno cultural Dimensions in education', held in Ljouwert (October 23-25).

### **Future steps**

The new research 'Ethno cultural dimensions in Education' has to be provided with a detailed research plan and the design of research methods. Conducting the research in several European regions will take place in 2014.

## **2.1.2 More Languages, More Opportunities**

'More Languages, More Opportunities: A Papiamentu – Dutch language development project' is a research and intervention project which started in 2009. Netherlands Antillean mothers in Leeuwarden and Rotterdam are encouraged to use both Papiamentu and Dutch in their daily lives. Moreover, language coaches who visit the families at home, offer guidelines on how to use both languages in a development enhancing way. Goals are: 1) to improve the (bilingual) language use of mother and child, 2) to stimulate the warm and linguistic interaction between mother and child, and 3) to improve the parental beliefs the mother has about her own influence in child language development. The materials used in the families are 12 specially developed bilingual books. Main character in the books is Tomke, a toddler who

experiences all kinds of adventures. Also, hand puppets, games and a website are used. The materials are developed by the organisation promoting Frisian language, Afûk. After the completion of the intervention project in 2011, in 2012 and 2013 the research part received more attention.

### **More Languages, More Opportunities in 2013**

In 2013, 'More Languages, More Opportunities' focussed on analysing data for the scientific research and on processing the data into articles and chapters for the PhD thesis. The first part of the research, including an in-depth analysis of the implementation of the intervention is taken as a starting point for the interpretation of the intervention outcomes. This chapter, as well as the article concerning the parental beliefs of the Antillean mothers were already delivered in 2012. In 2013, two other chapters were finalized. These include one chapter concerning the mutuality in the mother-child interaction of the families involved in 'More Languages, More Opportunities', and one chapter combining the constructs parental beliefs, mutuality and language use. Furthermore, an introduction chapter including the intervention set-up and a concluding chapter which offers a discussion as well as a summary of the most important outcomes complete the PhD thesis.

The most important outcomes of the research were that relations were found between the amount of participation in the intervention, positive affection and the proportion of the conversation of the child. In addition, children from families who took part in more home visits were more lexically diverse. This seems to lead to the conclusion that the intervention had worked partially. However, several context and research design conditions impeded the interpretation of the outcomes. On the other hand the study demonstrated the importance of combining group and process data, which can be applied in many (intervention) settings. Concerning the language aspect of the intervention, the participants showed a strong preference of speaking Dutch to their children, even when their primary language was Papiamentu and both languages were stimulated equally in the intervention.

### **Next steps**

Nienke Boomstra hopes to defend her PhD thesis on the 3<sup>rd</sup> of March, 2014. As the intervention concerns, there is an initiative in Rotterdam which continues the intervention with some changes, such as a shorter duration and including volunteers as language coaches.

### **Presentations**

25-3-2013 presentation at the Free University of Brussels (VUB), workgroup about languages (werkgroep over taal). Title presentation: Parental beliefs of Antillean mothers: Stability of the construct and comparison with monolingual Dutch group.

17-4-2013 expert session concerning the Antillean community in the Netherlands in Rotterdam, participation in round table session.

6-9-2013 presentation at the Akademydei in Ljouwert. Title presentation: Mear taal, mear kâns: In meartalich project foar Antilliaanske gesinnen (More languages, more opportunities: A multilingual project for Antillean families).

## Publication

The publication of the parental beliefs study has appeared in the printed journal in 2013: Boomstra, N.W., Van Dijk, M., Jorna, R. & Van Geert, P. (2013). Parent Reading Beliefs and Parenting Goals of Netherlands Antillean and Dutch Mothers in the Netherlands. *Early Child Development and Care*, 183 (11), 1604-1624. Doi: 10.1080/03004430.2012.744005.

### 2.1.3 Language Vitality

In 2013 the project Language Vitality has started with a new research about language use on social media. In May Lysbeth Jongbloed-Faber was appointed for this project. The focus of the research lies on Frisian teenagers between 14 and 18 years.

### Twitter research

On April 18th 2013 the campaign Praat Mar Frysk organised a Frisian twitter day. On this day almost 10,000 tweets were sent with the hashtag #frysk. The tweets came from over 25 countries. The research focused on the tweets of 50 teenagers who participated at the Frisian Twitter day. The 50 tweets before the Twitter day, the tweets on the Twitter day and the 50 tweets were analysed, in total over 6,000 tweets.

The analysis shows that on regular days, just over 10% of the tweets were in Frisian and 65% were in Dutch. On the Frisian Twitter day 53% was in Frisian and 29% in Dutch. Although the Twitter day has a strong upwards effect on the use of Frisian in tweets, it does not seem to have a long lasting effect. For more information, refer to Table 1.

Table 1. Language use of Frisian teenagers in tweets (n=6,019)

Language	Before Twitter day	On Twitter day	After Twitter day
Mostly Frisian	12%	53%	13%
Mostly Dutch	65%	29%	63%
Mostly English	8%	4%	8%
Other	15%	14%	16%

Variables of influence on language choice are the type of tweet and gender. The share of Frisian is highest in addressed messages. On regular days 25% of the tweets are in Frisian. On the Twitter day the share doubles to almost half. The use of Frisian in the other type of messages booms from below 10% to over 50%. Also see Table 2.

Table 2. Share of Frisian tweets per type of message (n=6,019)

Type of message	Before Twitter day	On Twitter day	After Twitter day
Public self-generated messages	8%	53%	9%
Addressed messages (@)	25%	47%	26%
Retweets	4%	58%	4%

In the analysed sample, the male teenagers tweet much more in Frisian than their female counterparts. In Table 3 the percentages have been displayed.

Table 3. Share of Frisian tweets, difference in gender (n=6,019)

Type of message	Before Twitter day	On Twitter day	After Twitter day
Male (n=24)	16%	61%	18%
Female (n=26)	9%	42%	9%

Also, the Frisian language use has been analysed. The following conclusions can be drawn:

### 1. Often phonetical spelling

- /ɔ/ written as o instead of a: mon (man), dot (dat), ol (al)
- silent letters omitted: wost (wolst), kist (kinst), dost (dochst)
- 'broken' diphthongs: jer (hear), skwalle (skoalle), gjit (giet)

### 2. Use of Dutch-isms

- Lexical Dutch-isms such as erch (= slim) or vriendintsje (= freondin)
- Syntactic Dutch-isms such as Heit powerpoint *litte sjen* (= Heit powerpoint *sjen litte*)

### 3. Dialect instead of standard language

- harre, hewwe (hawwe)
- mut (moat), fut (fuort)
- hij, wij, mij (hy, wy, my)

### 4. Twitter language and acronyms

- sws (sawysa, sowieso)
- ff ('effe', efkes)
- gm (goodmorning/goeiemoarn)
- btw (by the way)
- 1en ('ienen')

### 5. Code switching

- Ik kin de kneepjes von 't vak onderhands wol
- Dus jim hawwe nog een wieke von dot dodelijk saaie examen training?
- Seker fja herhaling vatbaar.

### Extensive research among teenagers

In autumn, we also started an extensive research among Frisian teenagers by means of a questionnaire. Through secondary schools, teenagers were asked to fill in a questionnaire in the classroom.

In the questionnaire, the teenagers were asked to share information about:

- Demographic background
- Frisian as mothertongue
- Attitude towards Frisian



- Language use in different contexts
- Use of social media
- Language use on social media

In total, the answers of over 2,000 teenagers have been collected.

#### Presentations

September 12th: scientific presentation 'Language use on social media by Frisian adolescents' at the Conference Multilingualism: The Key Debates in Leeuwarden.

October 18th: scientific presentation 'Social Media in Bilingual Environments: Online practices of Frisian/Dutch teenagers' at the two-day international Workshop 'Revisiting, reanalysing and redefining research on linguistic diversity: media, education and policy' in Aberystwyth.

December 16th: presentation 'Language use of Frisian/Dutch teenagers on social media' at the Fryske Akademy for Master Students Multilingualism.

#### Plans for 2014

In March 2014, a report will be presented to the Province of Fryslân and the participating schools on the research about language use on social media by Frisian teenagers. Another goal is to publish one or more articles about the research in scientific magazines. With support of the Province of Fryslân we hope to be able to continue this important research about language use on social media further into 2014 and 2015. The most important aim will be to extend the cooperation in this type of research, both in Fryslân (with the campaign Praat Mar Frysk) and internationally.

### **2.1.4 Knowledge valorisation and self-evaluation**

These are dynamic times for the Mercator European Research Centre on Multilingualism and Language Learning. The knowledge valorisation of the past 25 years has resulted in a good reputation, especially in Europe. But various developments have led to the wish to evaluate the work and core tasks of the Mercator Research Centre.

Developments that currently play a role are the particular focus of the University Campus Fryslân on research within the so-called 'hotspot' of multilingualism and the successful candidature of Ljouwert for European Capital of Culture 2018, in which multilingualism plays an important part. Within Fryslân the provincial government's international ambitions in the form of its presidency of the Network to Promote Linguistic Diversity (NPLD) are relevant. Furthermore, in 2014 a new European budgetary period will start with new themes and new funding programmes for education and research, which will force Mercator to critically review its own research focus.

All in all, there is good reason to carefully review our own work, talk to partners, and explore new opportunities. This study has been carried out in spring and summer 2013 with financial support from the city of Leeuwarden and the Province of Fryslân.

In order to evaluate the activities and explore new ones, information and feedback is needed. The methodology chosen was to send out an online questionnaire and to hold interviews with stakeholders within Mercator's field.

The outcomes of the questionnaire show that the activities of Mercator are well evaluated (especially the newsletter and the conferences) and that the respondents appreciate the current range of activities offered. Not all respondents are equally familiar with all activities (presence on social media), so that is an area that might be improved further.

Besides, the questionnaire gives insight into Mercator's target audience, which mainly consists of European researchers between 45 and 64 years of age.

The interviews have yielded several new ideas. Our partners appreciate the added value of Mercator's scientific qualities and its international network. They would also like to contribute and share their thoughts about future activities.

These results will feed into the development of a long-term vision for Mercator 2020 that will shape the future.

### **2.1.5 New project LangOER**

In 2013 a project application on LangOER was initiated, where the Mercator Research Centre/Fryske Akademy was supposed to be a partner. The title stands for Languages and OER (Open Educational Resources) for less widely used languages. In September 2013 it became clear that the project co-ordinator could not fulfil its task. Therefor a request was written by the consortium if Mercator could take over this co-ordinators role. This shift of roles was successful and accepted by amendment of the EU. The LangOER project will start in January 2014 with 9 partners including the FA.

## **2.2 Project application not granted**

### **2.2.1 INFORM**

Young parents make (consciously or unconsciously) a language choice for their children. Parents face such language choice moments at birth, entry to day care and entry to school.

The INFORM project seeks to provide parents with basic information about bilingualism and raising children with a minority language. The multilingual regions involved in the project all deal with this issue and have in one way or another experience with initiatives to assist parents. The project builds upon these initiatives but also tries to look at the European dimension and add a scientific base. A group of experts will examine proven good practices of the use of social media and other modern technologies in this respect.

Within the project distinctions are made in three target groups with each require a different strategy:

- Grandparents as language models;
- Bilingual/ mixed families in need of assistance;
- Hard to reach families (low socio-economic context, immigrants)

In all regions special 'facilitators' will be appointed, trained and equipped with materials. The materials will be a compilation of existing materials of the partners and their networks. The facilitators will engage parents directly and indirectly through multipliers to assist them in their informed choice in a pilot phase. The facilitators will try to make use of existing structures to meet parents and use existing networks to inform professionals working with parents.

The work by the facilitators will be monitored and evaluated. The outcome will be published in professional journals and will result in a scientific article.

Exploitation and sustainability of the results will be ensured by a strong involvement of the Network to Promote Linguistic Diversity, a Europe-wide network of multilingual regional governments and organisations. Languages involved in the project directly are Frisian, Lower-German and Welsh.

The project application INFORM was not granted by the EU (September 2013)

### 3. DISSEMINATE KNOWLEDGE IN NETWORKS

Mercator Research participates in several European networks and projects in the working field. Some for a limited period of time, some on a permanent base.

#### ***3.1 LEARNMe Language and Education Addressed through Research and Networking by Mercator (2013-2015)***

In 2013 a network project named 'Language and Education Addressed through Research and Networking by Mercator (LEARNMe)' started. This network is funded by the European Commission and will run for three years (2013-2015). The network consists of five partners: Mercator Media/Aberystwyth University (Wales, United Kingdom), Mercator Legislation/Ciemen in Barcelona (Catalonia, Spain), Mercator European Research Centre on Multilingualism and Language Learning/Fryske Akademy in Ljouwert/Leeuwarden (Fryslân, The Netherlands), The Stockholm University (Sweden) and the Research Institute for Linguistics/Hungarian Academy of Sciences in Budapest (Hungary). The Mercator Research Centre in Ljouwert is the lead partner of the project. The current project draws heavily on the experience of the Mercator Network which exists for over 25 years with three of the five current partners.

The LEARNMe project focuses on less widely spoken languages. Less widely spoken languages have special needs when it comes to education. Often practitioners, but also policy makers, are overstrained when it comes to finding solutions for these needs. The aim of the LEARNMe project is to provide policy guidelines and recommendations for policy stakeholders in the field as well as for practitioners. These guidelines and recommendations are meant to provide a practical outline of how the multilingual needs of less used language can be approached. We furthermore will collect and provide research results and give practical experiences regarding the promotion of lesser used languages through education. Education in this context is understood in a wide definition, including formal and informal education, adult education, and outside school education.

#### **Working method of the project**

The LEARNMe project will run from the beginning of 2013 until the end of 2015.

Each year will have a similar approach. Three experts will be invited to draft a discussion paper or discussion points about a specific theme. These will be discussed in a workshop. The discussion will lead to a position paper. The position papers of the three workshops will be input for a white paper that is to be presented at a final conference. This conference can be seen as a presentation of the project's outcome. The conference's target groups are stakeholders from national politics and the European Union, but also experts, practitioners and educators working in the field. After the conference, proceedings will be drawn up. The first year will be dedicated to research. It will explore the state of the art from a science point of view. In the second

year the focus will lie on practitioners in the field of education. The third year aims at policy makers as its most important stakeholders.

### **LEARNMe in 2013**

At the 28<sup>th</sup> and 29<sup>th</sup> of January a kick-off meeting was held in Ljouwert. All the partners were present. The start of the project was discussed and a planning was made for the upcoming three years. Also the work that needs to be done was thoroughly explored.

The first workshop took place on Thursday the 17<sup>th</sup> of October and Friday the 18<sup>th</sup> 2013, in Aberystwyth / Wales. At the 16<sup>th</sup> of October a Partner Meeting was held. Two members of the Mercator Research Centre attended both the Partner Meeting and the Workshop (Cor van der Meer and Richt Sterk). Lysbeth Jongbloed, also working at the Mercator Research Centre gave a presentation about her research of language use of teenagers on Twitter.

The theme of the workshop was 'revisiting, reanalysing and redefining research on linguistic diversity: media, education and policy'. Several experts from all over Europe were invited to give a presentation. The focus of the presentations was on media in the broadest sense of the word or on redefining the concept of linguistic diversity. Among the experts was Professor Tom Moring who presented about the new indigenous journalism master. Professor Jeroen Darquennes focussed on macro and micro perspectives in language policy and planning in Europe. Also the so-called 'new media' was represented: Lysbeth Jongbloed told us about her research on the language use of teenagers on Twitter. Dr. Eithne O'Connell summed the workshop up with her presentation about 'the diversity of linguistic diversity'. Other experts who gave a presentation were: Elin H G Jones, Dr. Huw Lewis, Dr. Noémi Nagy, Professor Vitek Dovalil, Dr. Wini Davies, Vanessa Bretxa and Professor Josu Amezaga.

At the end of the conference there was a round table discussion about the most important statements of the workshop and about redefining or defining linguistic diversity at all.

During the Workshop Twitter and Facebook was intensively used. Mini-summaries of each presentation can be found on our Facebook page:

<https://www.facebook.com/mercatornetwork> or on Twitter:

<https://twitter.com/mercatornetwork>.

Presentations from the experts can be found on the website of LEARNMe:

[www.learnme.eu](http://www.learnme.eu).

During the workshop video interviews were held with the experts. Experts told about best practices and about what linguistic diversity means according to them. The video's will be put on our website and will be used for the dissemination of the project and also be shown at the final conference in Budapest in 2015.

### **3.2 NPLD - Network to Promote Linguistic Diversity (2009-2015)**

Mercator is an associate partner of the Network to Promote Linguistic Diversity (NPLD). The NPLD consists of 11 regional authorities and a 16 language planning organisations throughout Europe. The aim of the Network is to create a platform for constitutional, regional and minority languages, as well as to assist in the development of project proposals eligible for European funding. In fact, the Network functions as a channel to the European Commission with regard to linguistic diversity policies.

In October 2012 the provincial minister Mrs. Jannewietske de Vries was elected as president of the NPLD (Network to Promote Linguistic Diversity, see also 1.3). Alex Riemersma, on behalf of Mercator, has been member of the Steering Committee of the NPLD and member of its Think Tank. In the summer of 2012 the NPLD applied for membership (through the proposal of Mercator) of the Civil Society Platform on multilingualism (CSP) and in December 2012 the NPLD was accepted by the platform to become associate member of the CSP with 6 other new networks. Also in 2013 Mercator can report ongoing activities and contacts with NPLD. Alex Riemersma has represented Mercator on a number of occasions during the year as member of the steering committee.

The central themes of work of the NPLD are:

- Multilingualism and social cohesion / social co-existence
- Languages and business
- Languages: globalisation and identity
- Citizenship and linguistic rights
- Education (new developments)
- Media (new developments, including social media)



### 3.3 Language Rich Europe

The Mercator Research Centre was one of the partners of the European Commission-funded project Language Rich Europe (LRE). LRE started in 2010 and funding ended in 2013. The aim of the project is to increase the awareness of individual states of the adherence of national policies to European recommendations in the field of multilingualism. There are 23 partners from 19 countries, amongst others the Welsh Language Board (WLB) and the Goethe Institute. Associate partners include: ECML - European Centre for Modern Languages in Graz and the Council of Europe. The Netherlands was not only represented by the Mercator Research Centre, as a research partner, but also by Tilburg University. During the first part of the project data were gathered concerning national and regional policy about multilingualism. These data were then used as input for discussions about and development of better policies and practices for multilingualism within an international network of stakeholders from education, business, public services, and media.

#### ***Language Rich Europe in 2013***

In 2012 the research results of Language Rich Europe had been presented in the publication *Language Rich Europe: trends in policy and practice for multilingualism in Europe* (G. Extra & K. Yağmur Eds.). That was the starting point for a series of discussions about the results and their implications: symposia were organised in all participating countries.

In the Netherlands two symposia had already been organised in 2012. In 2013, the Mercator Research Centre, together with the British Council, organised a third symposium in Leeuwarden, called “Taalrijk Europa - beleid en praktijk in Fryslân, Nederland en Europa” (“Language Rich Europe – policy and practice in Fryslân, the Netherlands, and Europe”), on March 1<sup>st</sup>. The focus of this symposium was on Fryslân and policy for the Frisian language and if and how the arrangements for Frisian might be an example for other languages.

The symposium started with two presentations. Professor Guus Extra of Tilburg University gave a presentation on ‘The status of regional minority languages in international, comparative perspective.’ This presentation was followed by a presentation by Tsjerk Bottema, senior policy consultant language and media of the Province of Fryslân, on ‘Language data and language policy.’ A third presentation, by Professor Reinier Salverda, director of the Fryske Akademy, had to be cancelled due to illness. After the presentations the participants divided into three smaller groups for further discussion on the basis of discussion statements, with the aim of formulating policy recommendations. At the final, plenary session those discussions were reported on.

On March 5<sup>th</sup> the final Language Rich Europe conference was held in Brussels, hosted by the European Economic and Social Committee. Stakeholders from all countries participating in the project were invited; Mercator invited two delegates from Fryslân. At the conference the ten

European recommendations of the project were presented and discussed. The conference was attended on behalf of Mercator by Cor van der Meer and Saskia Benedictus. The day after the conference a meeting was held for all partners in the Language Rich Europe project. This partner meeting was also attended by Cor van der Meer and Saskia Benedictus.

Finally, in the beginning of the year Mercator carried out the proofreading of the Frisian version of the final research publication.

LRE website: [www.language-rich.eu](http://www.language-rich.eu)

LRE blog: <http://languagerichblog.eu>

### Presentation

Benedictus-van den Berg, S.W. (2013, September 21). *Taalbeleid in Nederland en Fryslân (bijdrage aan ronde tafel 'De Franse taal in de context van de Nederlandse meertaligheid'*. Institut français, Amsterdam, Openingscongres Kenniscentrum Frankrijk-Nederland.

### Seminar attended

Attended by Saskia Benedictus-van den Berg (2013, November 13). *Education - a life changing experience*. Seminar organised by the Svenska Kulturfonden in Brussels.

## 3.4 Civil Society Platform on Multilingualism (2009-2015)

Since October 2009 the Mercator Network is a member of the Civil Society Platform to promote multilingualism. This platform concentrates on three main objectives:

- raise awareness of the value and opportunities of the EU's linguistic diversity
- encourage the removal of barriers to intercultural dialogue and social inclusion
- achieve the Barcelona objective to communicate in two foreign languages.

The Civil Society Platform brings together 29 **European member organisations** and a number of associate members. It represents a wider network of organisations working in the fields of culture, early language learning, policy, translation, media, adult education and social inclusion.

In the summer of 2012 the platform received a new mandate from the EU. One of the main goals of the platform is to provide better access for the general public to the large amounts of information, reports, publications and projects in the area of multilingualism in Europe. Mercator will maintain to play an important role in this platform. A virtual platform will provide information about the work of the forum and offer possibilities for contributions from the public.

### **3.5 Network of schools**

#### **Network of Schools**

The Network of Schools is a network of multilingual schools in Europe. Its aim is to facilitate contact between schools, to encourage them to share information, and to provide the members with news about developments and research in multilingualism in general and multilingual education in particular. The Network is one of Mercator's permanent projects.

#### **Network of Schools in 2013**

In 2013 a new member joined the Network of Schools, bringing the total number of members to 99.

The network's digital newsletter, the *Network of Schools Bulletin*, appeared three times in 2013. Apart from that the *Network of Schools Newsflash* was reinstated. The *Newsflash* is an email sent to all members, with two or three short (news) items or announcements. The *Newsflash* is a way to keep in touch with the network members more regularly. A newsflash was sent to the members three times.

Using an internet-based tool, a survey was developed to get insight in the way that members use the Network of schools and their needs and expectations of the network. The members were asked to fill in this survey. The response was rather limited, but in general the respondents were positive about the Network of Schools. The main reason for their membership was both the access to information about multilingualism and the possibility of contact with other schools.

The information gathered through the survey can be used in 2014 to develop new plans for the network.

### **3.6 Europeesk Buro foar Lytse Talen (EBLT)**

The Europeesk Buro foar Lytse Talen (EBLT) has been providing promotion and protection of Frisian and Low Saxon in the Netherlands, the European Union (EU) and the Council of Europe and their institutions, since its foundation in 1984. For this, legal and political support is sought on European, national and provincial level.

The EBLT consists of representatives of 21 organizations, who strive for the position of Frisian and Low Saxon. These are two of the languages to which the Netherlands has obligations to the international community, after the European Charter for Regional or Minority Languages of the Council of Europe came into effect.

Since 2009, the EBLT and the Mercator European Research Centre on Multilingualism and Language Learning (Mercator Research Centre) of the Fryske Akademy established a cooperation agreement. The Mercator Research Centre is responsible for e.g. the secretariat and the website of EBLT. In addition, the partners organize different activities in cooperation.

In the year 2013 EBLT was quite active at both national and international level. At national level our efforts were directed at lobbying on behalf of the new language law for the Frisian language 'Wet gebruik Friese taal', which was debated in the Tweede Kamer, i.e. Dutch House of Representatives, on the 29th of May. This law will come into effect in the year 2014.

EBLT welcomes the new law as a first step for a better protection of the Frisian language and culture. However, we remain critical because of the limited scope of the new law. According to the new law Frisian is protected in public administration and court, but the domains of education and media require further legislation. A few parties used the debate about Frisian to demand further support for Low Saxon, but this proposal was rejected.

At international level EBLT closely followed, observed and endorsed the Alfonsi report on endangered languages in the European Parliament. EBLT has been involved in the process since 2011, when we organized a lobby trip for Provinsjale Steaten, the Provincial Council of Fryslân, to a committee of the European Parliament in Strasbourg. This year EBLT president Onno Falkena attended meetings in Brussels and Strasbourg about the Alfonsi report. EBLT was also grateful that our European umbrella organization NPLD contributed to the Alfonsi report and the lobby on behalf of this report in a very constructive way.

EBLT is very pleased that on the 11th of September an overwhelming majority of the European Parliament voted in favour of the Alfonsi report, asking the European Committee to endorse, promote and support all endangered languages. It was the first time in this century that the European Parliament called upon the European Commission to take actions for the protection and promotion of endangered languages. In recent years it was very difficult and sometimes even impossible to get support from the European Commission for projects supporting minority or endangered languages. As a consequence of the Alfonsi report the situation should improve noticeably during the next legislative period (2014-2020).

EBLT noticed that the Alfonsi report does not mention 'minority languages' but 'endangered languages'. There are several reasons for this: 'Minority languages' is too sensitive in some member states of the European Union, 'Endangered languages' is the term used by United Nations and Unesco. Endangered languages also reflects a new reality; most minority languages in the European Union, including Frisian, are under pressure and are losing ground. This reality calls for further action at Frisian, national and international level.

The EBLT agenda in 2013:

- 22 January 2013: Bert Looper addressed the January meeting of EBLT, about Tresoar and the digitalisation of culture and literature.
- 8 February 2013: meeting with Frisian politician Lutz Jacobi, member of the Dutch House of Representatives, about the law 'Wet gebruik Friese Taal' and the report of the Council of Europe about the situation in Fryslân. Onno Falkena also spoke with politicians Magda Berndsen (D66) and Aukje de Vries (VVD).

- 21 February 2013: NPLD Conference in Brussels, Onno Falkena intervened on behalf of EBLT.
- 12/13 March 2013: Intergroup Meeting in European Parliament. Onno Falkena intervened on behalf of EBLT and Foundation Liet International. Falkena also visited the Council of Europe.
- 19 March 2013: Committee of Experts meeting of the Framework Convention on National Minorities of the Council of Europe. Onno Falkena intervened on behalf of EBLT.
- 20 March 2013: Hearing in European Parliament in Brussels about 'Endangered languages' (the Alfonsi Report). Onno Falkena and Hein Jaap Hilarides attended on behalf of EBLT.
- 14 May 2013: Spring meeting with the general assembly of EBLT in St. Anne in municipality of It Bilt. Before the meeting EBLT met with several representative of the municipality of It Bilt and discussed their language policy with city council member Boukje Tol. Later that year the municipality of It Bilt decided to appoint a language promoter in order to safeguard and promote the Bilts language
- 29 May 2013: EBLT sent a letter 'It is mei sizzen net te dwaan' to several Dutch politicians and the minister of Interior and Kingdom Relations regarding the law 'Wet gebruik Friese taal'.
- 29 May 2013: Several board members of the EBLT were present during the debate in the Dutch House of Representatives in The Hague about the law 'Wet gebruik Friese taal'.
- 31 May 2013: Day of Multilingualism for schoolchildren, in cooperation with Cedin and Afûk. Organization of several activities around the theme 'The language of sports'.
- 4-9 June 2013: EBLT president Onno Falkena attended the annual meeting of NPLD in Bilbo/Bilbao in the Basque Country. He used the opportunity for a separate meeting with Basque umbrella organization Kontseilua in Donostia-San Sebastian.
- 11 September 2013: A large majority of the European Parliament votes in favour of the Alfonsi report on endangered languages.
- 19 September 2013: The EBLT meets in the building of the IJsselacademie in Kampen. Several representatives of the IJsselacademie presented the work of this institute, which was inspired by the much older Fryske Akademy.
- 11 December 2013: Position paper about the regional broadcaster Omrop Fryslân was sent to politicians in the Provincial Council of Fryslân, Groningen and Drenthe, the Dutch House of Representatives, and the Council of Europe, regarding the concerns of the EBLT about the announced cutbacks that threaten Omrop Fryslân and the position of Frisian, and also the regional broadcasters of Groningen and Drenthe (RTV Noord and RTV Drenthe) and the position of Lower Saxon.

#### Support/sponsorship:

- EBLT actively endorsed the bidbook and the campaign of the Kulturele Haadstêd (European Capital of Culture) Ljouwert/Leeuwarden with a letter of support in order to win the bid as ECoC 2018. Several EBLT board members and EBLT members are actively involved in one or more projects of KH 2018.

EBLT board member Froukje de Jong is very active in creating the Frisian-Maltese project 'Potatoes go wild'. In 2013 EBLT opened a brainstorm dialogue with 'KH 2018' to investigate the possibilities for further collaboration. This will continue in 2014.

EBLT usually does not have the means to support activities of other organizations. In 2013 we made an exception for the annual congress of the Youth of European Nationalities, YEN, which was organized by EBLT member FYK. Several board representatives of EBLT attended the opening session of this congress.

Contact with NPLD:

EBLT is an associate member of NPLD since 2012 and quite satisfied with the performance of NPLD in 2013. However, we also see that there are several other actors at the European level, such as FUEN and ELEN, who do not always collaborate as smoothly as they should. EBLT is loyal to NPLD, but is also in touch with other organizations, if this is useful for our goals. We also try to stimulate them to collaborate more.

The General Assembly:

The general assembly of EBLT met three times in 2013; in Ljouwert/Leeuwarden (winter meeting), in St. Anne (spring meeting) and in Kampen (autumn meeting). Before the meeting in St. Anne the members of EBLT went to visit the representatives of the municipality of It Bilt to talk about their language policy.

In 2013 21 organizations were full member of EBLT. During the year Papiamentu organization Splika joined us as an attending member.

EBLT Board:

In 2013 the Board of EBLT existed of Onno Falkena (president) and Ina Kuipers (treasurer). In January Bert Looper (vice-president) left the board, Froukje de Jong-Krap, Tryntsje van der Veer and Hein Jaap Hilarides became new (general) board members. In September Henk Bloemhoff joined the board as a board member.

Secretary Reina van der Meer left EBLT in November 2013. She was replaced by Jelske Dijkstra in December 2013.



## 4 CONFERENCES AND STUDY VISITS

### 4.1 Conferences

The Mercator Research Centre organised and hosted several conferences in 2013. These conferences were organised in cooperation with various partners. All the organised conferences contribute to one or more of the goals of the Mercator Research Centre.

#### **4.1.1 Anniversary Symposium: 75 years Fryske Akademy, 25 years Mercator Research Centre and Tjeerd de Graaf's 75th birthday**

The 25th of January was a memorial day: employees, members and donators of the Fryske Akademy celebrated the 75th anniversary of the Fryske Akademy, the 25th anniversary of Mercator and...the 75th anniversary of research associate Tseard de Graaf, who has made an enormous effort to save endangered languages.

Lectures were given by Durk Gorter of the University of the Basque Country, Jeroen Darquennes of the University of Namur, Anna Pauwels of the SOAS (School for Oriental and African Studies), Victor Denisov of the Russian Udmurt Institute for History, Language and Literature, Cecilia Odé of the University of Amsterdam and Tseard de Graaf (Fryske Akademy). The latter three focussed on saving endangered languages: how adventurous, hard but also valuable this is.

Besides the lectures, a memorandum of understanding between the Faculty of Language & Culture, SOAS, University of London and the Fryske Akademy / Mercator was signed by Anna Pauwels (dean of the SOAS, Faculty of Language & Culture) and Reinier Salverda (managing director of the Fryske Akademy) (picture).

At the end, De Graaf received the medal of honour of the Fryske Akademy for his scientific effort and afterwards the congress visitors could have a drink and a chat. The symposium was visited by about one hundred people.

Pictures of the symposium are available here:

[www.mercator-research.eu/news/past-events-mercator/2013-january-25-75th-anniversary-symposium/](http://www.mercator-research.eu/news/past-events-mercator/2013-january-25-75th-anniversary-symposium/)

#### **4.1.2 'Multilingual & Multicultural Communication' Day at SOAS (University of London) 17 June**

On the 17th of June, 2013, over 80 practitioners, researchers, students, and others from different parts of the world, working across disciplines, discussed a wide range of issues within the theme of 'Multilingual & Multicultural Communication' (M&MC) at the Vernon Sq Campus of SOAS (University of London).

The International Association of Language and Social Psychology ([www.ialsp.org](http://www.ialsp.org)) and The International Communication Association ([ICA](http://www.ica-international.org))

teamed up with SOAS, University of London and Mercator/ Fryske Akademy to organise this one-day symposium.

A rather early beginning (registration at 8.15 am) and a warm welcome were followed by an introduction by the co-chairs, Howard Giles (University of California, Santa Barbara, USA) & Itesh Sachdev (SOAS, UK), who expressed concern at the parlous attention to M&MC in many areas of academic enquiry including communication studies, interpersonal and social psychology, and linguistics. Lid King (The Language Company, UK) and Dina Mehmedbegovic (Institute of Education, London, UK) began the main proceedings with a presentation on urban diversity with a special focus on London (UK). Reinier Salverda and Cor van der Meer (Mercator/Fryske Akademy, Fryslân, the Netherlands) then discussed the importance of regional and minority languages with data on trilingual education in Fryslân, and also discussed opportunities for regional and minority languages in using new media.

Francois Grin (Geneva, Switzerland) provided a critical economic analysis of *lingue franche*, while emotions were stirred, and expressed, multilingually by Jean Marc Dewaele's (Birkbeck, UK) presentation. Afternoon's proceedings shifted to M&MC across time and space with Li Wei (Birkbeck, UK) focussing on the import of the diaspora, while Anne Pauwels (SOAS, UK) explored cyber-space. Rupert Brown (Sussex, UK), while sidestepping issues of language, provided an important intergroup perspective on acculturation (relevant for modelling M&MC). The task of modelling M&MC was taken on in the final session by the co-organisers, and Howard Giles dynamically presented a wide range of models that culminated in arguing for the importance of integrating notions of cosmopolitanism in current theorising and future research. The final panel discussion proved to be lively and stimulating enough for most of the participants to continue their deliberations more informally at a convivial reception at SOAS.



*(on the picture fltr: François Grin, Cor van der Meer, Rupert Brown, Itesh Sachdev, Anne Pauwels, Jean-Marc Dewaele, Reinier Salverda, Li Wei, Dina Mehmedbegovic, Howard Giles)*

#### **4.1.3 Expert Seminar, 'The Ethno cultural Dimensions in Education'**

The theme of the seventh European Expert Seminar, 'The Ethno cultural Dimensions in Education', was decided upon in dialogue by the Basque Ministry of Education and the Mercator Research Centre. Experts from all over Europe were invited to speak at the seminar. The experts had a diverse background (sociolinguists, teachers, education inspectors or publishers of educational materials), but all had an interest in the topic. In total sixteen speakers were invited to make a valuable contribution to the seminar and give a presentation on the role of songs in the minority language, poems, dances, food, sports, etc. in the school curricula of a multilingual regions.

Besides the sixteen presentations, there was a discussion hour which provided hand-on experiences for all participants, making clear what we could learn from the presentations and how this knowledge could be used for the school practice and language policy. The diverse audience was invited to contribute their knowledge in the discussion.

#### **Wednesday 23rd of October 2013**

On this day of arrival there was an informal get-together with drinks and a buffet for those who arrived early at the Fryske Akademy / it Aljemint. There weren't many people, but there was a good atmosphere.

#### **Thursday 24th of October 2013**

On the 24<sup>th</sup> of October the formal opening took place. During the day several invited speakers held their presentation and the discussion took place in the afternoon. The day ended with a reception in the town hall and a dinner in restaurant *Stadhouderlijk Hof*.

#### **Friday 25th of October 2013**

At 8:30 the bus departed to conference centre *Kwartier Noord* in Ketlik/Katlijk. We started with a cup of coffee/tea and then we continued with our presentations. The official part of the conference lasted until 13:00 'o clock. Afterwards we went to *Landgoed Oranjewoud* for our lunch and then it was time for the social event – an art museum and a djembe workshop. We ended the evening with a dinner and at 22:00 'o clock, the bus arrived in Ljouwert/Leeuwarden again.



## Lessons and conclusions

This seventh Basque-Frisian Expert Seminar has provided an excellent opportunity for exchanging research results, discussions and future perspectives on the topic of a currently active topic: the ethno cultural dimensions in education. The various presentations have provided us with relevant information and insights on the opportunities and the challenges with respect to the ethno cultural dimension of educational curricula.

The discussion provided hand-on experiences for all participants, making clear what we could learn from the presentations and how this knowledge could be used for the school practice and education policy. The Expert Seminar also proved to be a great podium for social networking amongst fellow-researchers, teachers, publishers of educational materials, school inspectors and curriculum makers.



An evaluation form that was filled in by the participants showed that nearly everyone was very satisfied with the theme, presentations and the practical organisation of the European Expert Seminar.

## 4.2 Study visits

**October 2013:** Canadian Ambassador to the Netherlands Mr. James Lambert visits Mercator Research Centre/ Fryske Akademy



Ambassador Lambert gave a very interesting and lively presentation on the situation of minorities, languages and multilingualism in Canada. Furthermore the ambassador was introduced to the activities of the Mercator Research Centre in Europe and the Fryske Akademy.

**September 2013:** University of Tartu, Estonia, Katri Raik and Niina Raud

Mercator Research Centre/Fryske Akademy was honoured with a visit from Estonia on September 11th. Katri Raik and Niina Raud are involved in multilingual teacher education at the Narva College of the University of Tartu. After a discussion with Cor van der Meer, Katri and Niina were guided around



the facilities. They were especially impressed by the library on multilingualism and the 'wurdboekseal' (dictionary room).



**September 2013:** On September 16th the Gaelic Jamie Wallace from Scotland visited the Fryske Akademy/Mercator Research Centre.

Jamie Wallace wants to stimulate the use of Scottish Gaelic on social media. He is inspired by the use of Frisian on social media and hopes to one day be as successful in Scotland as the campaign 'Praat mar Frysk' is in Friesland. Lysbeth Jongbloed-Faber is currently researching the language use of adolescents on social media. After a short introduction of the two institutes, Jamie and Lysbeth discussed the research methodology, relevant articles from other researchers and the first results of the research. Jamie feels there still needs a lot of work to be done before he would be able to do a similar study in Scotland. The study visit was concluded with a picture on the Fryske Akademy stairs.

**April 2013:** European Platform delegation, led by Jan Oosterhuis.

Several presentations were given to the group; about the activities of Mercator, the MELT project and the educational system in Friesland, including the tri-lingual schools.

Participants:

Ilka Birova (Bulgaria), Carmen Zachmayer (Germany), Gudrun Mezger-Wendlandt (Germany), Vera Hola (Czech Republic), Nadezda Tserkasina (Estonia), Suzana Ramšak (Slovenia), Cristina Capetillo (Spain), Elena Barrero Flórez (Spain), Krisztina Kolosyné Bene (Hungary), Daniela La Mattina (Italy), Laura Vincze (Italy), Johanna Heffernan (Ireland)



#### ***4.3 Seminars attended by researchers of the Mercator European Research Centre***

The Mercator Research Centre attended various seminars all over Europe. At many conferences the Mercator Research Centre was asked to contribute to the programme by giving presentations on Multilingualism and Language Learning. A complete list of Conferences organised, co-organised and attended can be found in **Appendix II**.



## 5. PUBLICATIONS

### 5.1 Regional dossiers series

#### Regional dossiers series

The Regional dossiers series gives detailed descriptive information and basic educational statistics about minority language education in specific regions in Europe. The dossiers follow a set structure so as to enable easy comparison between different regions.

The Regional dossiers series is available in a printed version and can be downloaded from the website of the Mercator Research Centre. The Mercator Research Centre is responsible for the compilation and publication of the dossiers. The total number of downloads of Regional dossiers in 2013 was more than 17.000 downloads.

In 2013 three dossiers in the Regional dossiers series were published; two updates of existing dossiers and one new dossier:

- “Catalan. The Catalan language in education in Spain” (second edition);  
Authors: Maria Areny, Pere Mayans and David Forniès
- “Swedish. The Swedish language in education in Finland” (second edition);  
Authors: Anna-Lena Østern and Heidi Harju-Luukkainen
- “Maltese. The Maltese language in education in Malta” (first edition)  
Author: Lydia Sciriha

With regard to the Catalan dossier it ought to be mentioned that, although it is a second edition, it is more extensive than the first edition in that it covers *all* regions in Spain where Catalan is spoken, whereas the first edition focused on Catalonia only.

Another dossier is close to being published; “Friulian. The Friulian language in education in Italy” (first edition), written by Cinzia Petris. Furthermore, work on other Regional dossiers has been carried out. Below is an overview of the dossiers that are being worked on at the moment, including their status:

title	author	status
Asturian in Spain (2 <sup>nd</sup> ed.)	Xosé Antón González-Riaño and Alberto Fernández Costales	First draft submitted. Editing by Mercator.
Finnic languages in Sweden (2 <sup>nd</sup> ed.)	Jarmo Lainio	Author is working on first draft.
Gaelic in the UK (2 <sup>nd</sup> edition)	Boyd Robertson	Deadline first draft: August 2014.
German in Denmark	Anke Tästensen	Deadline first draft: January 2014.
Hungarian in Romania	Looking for a new author.	
Manx Gaelic on the Isle of Man	Robert Teare	Deadline first draft: January 2014.
North Frisian in Germany (3 <sup>rd</sup> ed.)	Alastair Walker	Deadline first draft: April 2014.

Occitan in France (2 <sup>nd</sup> ed.)	Philippe Martel	First draft edited by Mercator.
Serbian in Hungary	Looking for a new author.	
Welsh in the UK (2 <sup>nd</sup> ed.)	Ceinwen Jones	Deadline first draft: March 2014.

## 5.2 Books, Articles, Presentations & Mercator in the Media in 2013

The scientific staff of Mercator receives regular requests from Friesland, Europe, and far beyond, to speak at conferences. But also to participate in academic books, articles and radio programs on the relevant fields. Thanks to press releases Mercator can be found in the media regularly.

This section gives some examples that illustrate this nicely. An exhaustive list of books and publications can be found in **Appendix II**.

### 5.2.1. Mercator Research Centre in the media in 2013

A list and full overview of press releases can be found in **Appendix III** en the list of media appearances in **Appendix IV**

- [www.heerenveensecourant.nl](http://www.heerenveensecourant.nl) - January 22: Jubileum Fryske Akademy/ Mercator
- [www.drimble.nl](http://www.drimble.nl) - January 22: Jubileum Fryske Akademy/ Mercator
- Omrop Fryslân – January 25: Jubileum Fryske Akademy/ Mercator, contract with SOAS, London
- Leeuwarder Courant – January 26: Jubileum Fryske Akademy/ Mercator, Tjeerd de Graaf ontvangt erepenning Fryske Akademy
- Friesch Dagblad – January 26: Jubileum Fryske Akademy/ Mercator
- [www.itnijs.nl](http://www.itnijs.nl) – February 20: Language Rich Europe Symposium
- Friesch Dagblad – March 2: Taalsurvey Fryske Akademy
- [www.itnijs.nl](http://www.itnijs.nl) – October 5: "The Ethno cultural Dimensions in Education, both in primary and in secondary levels"
- ELT-News – October: Interview with Cor van der Meer about Mercator Research
- [www.aber.ac.uk](http://www.aber.ac.uk) – October 17: Linguistic diversity workshop LEARNMe, Aberystwyth

## 6. LIBRARY AND DOCUMENTATION

The library of the Mercator Research Centre maintains three databases:

1. Bibliographical database
2. Database of Experts
3. Database of organizations

Ad.1 Up to 31st of December 2013 the bibliographical database includes more than 7550 records.

The calls with Tresoar (Frisian Historical and Literary Centre, Leeuwarden) in the context of the covenant of 2006 between the Frisian Academy and Tresoar are being continued.

From 2012 on all new acquisitions are shown in the catalogue of Tresoar, they belong to the collection of Tresoar but are given in a long-term-loan to Mercator Research Centre Library / Fryske Akademy. Other acquired material is still being added to the catalogue of Mercator Research Centre.

Ad.2 the database of Experts creates an easy and quick access to all expertise in the field of regional and minority languages in Europe, in the field of bilingualism and multilingualism, education, language learning and language policy. It also facilitates contacts and co-operation amongst colleagues in these domains. Up to the 31st of December 2013 **567** experts were registered. In April 2013 the database has been updated. In 2014 new experts will be added.

Ad.3 the database of organizations gives detailed descriptions of some 1235 institutions, associations which can provide information on European regional or minority languages. The surplus value of this English-language-based database lies in the fact that almost all the information of institutions relating to minority languages in the EU can be found on one specific place on the web.

The feature Expert in the Spotlight gives the chance to interact one-in-one with our Ask the expert-section. The feature also provides interesting and insightful comments regarding the subjects mentioned above, in-depth content and exclusive Q and A's. It's cooperation between Mercator Research Centre and Mercator Network of Language Diversity Centres.

In 2013 the following experts were asked to become Expert in the Spotlight:

1. January /February 2013 Heidi Harju-Luukainen, University of Helsinki, Department of Teacher Education, Helsinki, Finland
2. March 2013 Eric Hoekstra, Fryske Akademy, Department of Linguistics, Ljouwert/Leeuwarden, The Netherlands
3. April 2013 Dafydd Trystan, Coleg Cymraeg Cenedlaethol, Camarthen, Wales, United Kingdom
4. May 2013 David Lasagabaster, University of the Basque Country, Basque Country, Spain
5. June 2013 Lucija Čok, University of Primorska, Science and Research Centre of Koper, Koper, Slovenia

6. July / Augustus 2013 Brigitta Busch, Institut für Sprachen und Wissenschaft, Universität Wien, Wien, Austria
7. September 2013 Pere Mayans, Ministry of Education at the Catalan Government, Barcelona, Spain
8. October / November 2013 Lydia Sciriha, University of Malta, Malta
9. December 2013 Tom Moring, University of Helsinki, Swedish Centre of Social Science, Helsinki, Finland

The task of the informationspecialist is to maintain and bring up to date the three databases mentioned above and organizing the Expert in the Spotlight feature.

She takes care of the acquisition of new titles for the library of Mercator Research Centre and the Department of Sociolinguistics of the Frisian Academy, answers questions of our target groups through the Q & A-service, administration of the collection of journals, literature search for the members of the Mercator Research Centre-team, the department of Sociolinguistics of the Fryske Akademy and external persons, adding data to the METIS-database of the Royal Netherlands Institute of Sciences for Mercator-colleagues.

In 2013 the information specialist finished, together with her colleague of the Fryske Akademy, the remediation of the collections of the libraries of Mercator Research Centre and Fryske Akademy in order to the conversion of the old automated library system into the database of Tresoar, Historical and Literary Centre, Leeuwarden. The conversion of the catalogue systems of both libraries to the catalogue system of Tresoar will take place in 2014. During 2013 several meetings have taken place with the colleagues of Tresoar in order to the covenant of 2006 between Fryske Akademy and Tresoar to evaluate the results of the cooperation and to talk about further actions.

In November 2013 the information specialist was invited to Tresoar to look behind the scenes of back- and front office, the day was planned in the context of the “Week van de Uitwisseling”.

The information specialist also writes contributions for the Mercator Newsletter (list of new acquisitions and other interesting news 10 times yearly), contributions to the website of the Network of Schools (list of literature concerning bilingualism, multilingualism and bi- and multilingual education) and to the Newsletter of the Network of Schools (4/6 times a year). A few times a week she assembles and spreads a newsletter: ‘Taalnijs fan Elly’ to intern- and extern-interested colleagues with facts concerning upcoming conferences in Fryslân, the Netherlands and Europe, languages, minority languages, multilingualism, education, new developments etc. This newsletter also provides the websites of the following projects in Brussels with news:

- Poliglotti4.eu
- EUNIC Union Network of Cultural Institutions

She is also involved, together with other members of the Mercator Research Centre-team, in the logistic part of the organization of international and regional conferences for Mercator Research Centre.



## 7. WEBSITES

Mercator European Research Centre hosts and maintains three websites:

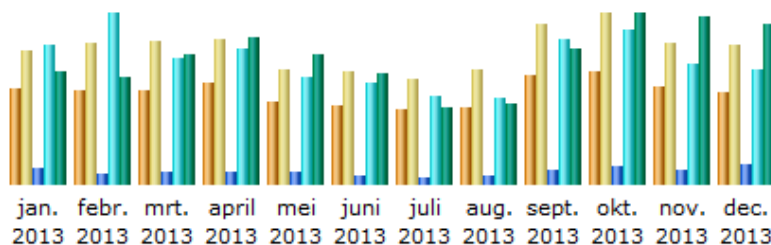
- [www.mercator-research.eu](http://www.mercator-research.eu), the main website of the Mercator Research Centre
- [www.mercator-network.eu](http://www.mercator-network.eu), the website of the Mercator Network, which was inactive in 2012
- [www.networkofschools.org](http://www.networkofschools.org), the website of the Network of Schools

### 7.1 [www.mercator-research.eu](http://www.mercator-research.eu)

The website of the Mercator Research Centre is an important tool in the communication with its (project) partners and all national and international professionals working in the field of Multilingualism and Language Learning.

News, events and other content comes from communication staff and other colleagues / researchers working on projects but also from various news sources like newspapers, (news)websites, newsletters of other institutes, etcetera.

The chart shows the unique visitors, amount of visits, visited webpage's, hits and bytes for [www.mercator-research.eu](http://www.mercator-research.eu) over 2013. Popular pages are the Regional Dossiers pages, conference pages and pages about minority languages.



Maand	Unieke bezoekers	Aantal bezoeken	Pagina's	Hits	Bytes
jan. 2013	2,046	2,844	9,230	84,123	2.27 GB
febr. 2013	1,987	2,995	6,551	102,597	2.15 GB
mrt. 2013	2,019	3,048	6,868	75,702	2.61 GB
april 2013	2,148	3,096	6,967	81,521	2.96 GB
mei 2013	1,737	2,460	7,053	64,832	2.61 GB
juni 2013	1,692	2,407	5,371	60,600	2.24 GB
juli 2013	1,579	2,237	4,355	52,728	1.55 GB
aug. 2013	1,646	2,453	4,921	51,648	1.61 GB
sept. 2013	2,321	3,402	8,744	87,135	2.73 GB
okt. 2013	2,403	3,635	10,374	93,085	3.43 GB
nov. 2013	2,062	3,020	8,989	72,079	3.36 GB
dec. 2013	1,971	2,972	12,054	68,925	3.24 GB
Totaal	23,611	34,569	91,477	894,975	30.76 GB

People who find mercator-research most often use search terms like 'Mercator', 'Mercator Research', 'Minority Language' or names of people active in the working field of Mercator, like 'Tjeerd de Graaf' and 'Cecilia Serra'.

The Regional Dossiers have been downloaded most, all the dossiers in total 17,538 times.

### **7.1.1 Mercator Research on Facebook**

For several reasons Mercator decided to build a Facebook page.

For instance:

- In order to learn more about the target audience by talking to them and by getting direct feedback from them.
- To make the company website better found.
- To build a community where people can talk about multilingualism and language learning.

In 2012 the Mercator Facebook site was renewed and picked up by the Web Editor Tjeerd Rintjema. An easy to remind URL was created: [www.facebook.com/MercatorResearch](http://www.facebook.com/MercatorResearch), a new banner and profile image was placed and some fresh activity was added.

By the end of 2013 the Mercator Research Facebook page had 470 likes.

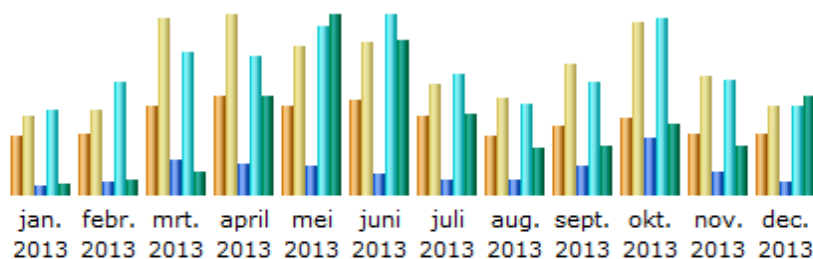
### **7.1.2 Mercator Research on Twitter**

Since the Mercator Research Centre is a project of the Fryske Akademy, it was decided that they would Twitter on the Fryske Akademy account and the Mercator Network account.

## **7.2 [www.mercator-network.eu/](http://www.mercator-network.eu/) [www.learnme.eu](http://www.learnme.eu)**

The Mercator Network of Language Diversity Centres is an EU funded project connecting multilingual communities across Europe, promoting knowledge sharing and facilitating structured exchange of best practice and cutting edge initiatives through its programme of activities. The website of the Mercator Network is maintained by its lead partner Mercator Research.

The chart shows the unique visitors, amount of visits, visited webpage's, hits and bytes for [www.mercator-network.eu](http://www.mercator-network.eu/) over 2013.



### 7.2.1 Mercator Network Newsletter

The Mercator Network Newsletter is compiled by the web editor of the Mercator Research Centre and published 10 - 11 times a year.

The Mercator Network Newsletter is linked to the internet sites of each Mercator Network partner. This newsletter informs about the news from the five Mercator Network partners. These are:

- Mercator Media/ University of Wales in Aberystwyth;
- Mercator Legislation/ Ciemen in Barcelona;
- Mercator European Research Centre on Multilingualism and Language Learning/ Fryske Akademy in Ljouwert/ Leeuwarden;
- Mercator Budapest, the Research Institute for Linguistics of the Hungarian Academy of Sciences in Budapest;
- Mercator Stockholm, Stockholm University

Extended versions of specific news items are now also placed on the website, with a 'Read more...' -link in the newsletter, in order to generate extra traffic.

### 7.2.2 Newsletter readers

The Newsletter is read by over 2.400 national and international professionals working in the field of Multilingualism and Language Learning. 130 New readers were welcomed in 2013.

A survey was conducted during spring/ summer 2013, in which over 11% of the readers participated. Here's a summary of the results:

### Participants' profile:

Age groups:	Background (multiple answers):	Origin:
< 25 years old: 2 %	Academic/ scholar: 76,92%	The Netherlands: 11 %
26-45 years old: 31 %	Educational professional: 23,08%	Another European country: 76 %
46-65 years old: 53 %	Policy maker: 10,44%	Outside Europe: 13 %
> 66 years old: 14 %		

### Best rated activities:

1. Newsletter: 92 % positive image (good or excellent)
2. Website: 76 % positive image (good or excellent)
3. Research papers/ publications 70 % positive image (good or excellent)

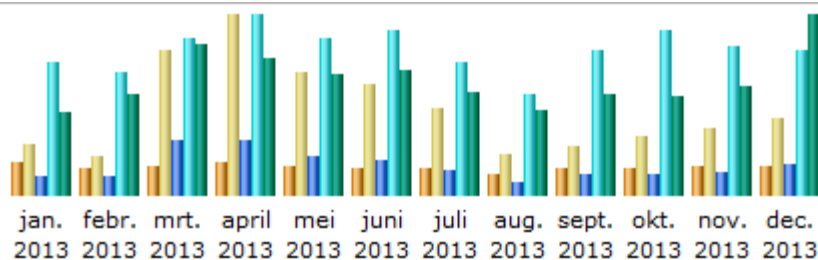
Our social media presence, however, appears to be rather unknown (never used/ unknown: 77,1%) so hereby we would like to invite you to follow our activities on [Facebook](#) and [Twitter](#).

### 7.2.3 Mercator Network on Twitter

The Mercator Network is on Twitter (#MercatorNetwork) and has 562 followers now. Subjects to Twitter about are for example new Experts in the Spotlight, the Mercator Network Newsletter and conferences.

### 7.3 [www.networkofschools.org](http://www.networkofschools.org)

The Network of Schools is a project of the Mercator European Research Centre on Multilingualism and Language Learning. It is a network of multilingual schools in minority language areas in Europe. It provides a platform for the exchange of information among educational practitioners.



Maand	Unieke bezoekers	Aantal bezoeken	Pagina's	Hits	Bytes
jan. 2013	408	625	1,266	9,029	70.96 MB
febr. 2013	322	492	1,315	8,451	86.94 MB
mrt. 2013	347	1,787	3,797	10,686	128.35 MB
april 2013	416	2,229	3,712	12,309	116.35 MB
mei 2013	361	1,528	2,689	10,761	103.45 MB
juni 2013	337	1,377	2,415	11,346	107.35 MB
juli 2013	324	1,088	1,776	9,133	87.86 MB
aug. 2013	257	513	869	6,851	72.31 MB
sept. 2013	328	618	1,462	9,928	86.73 MB
okt. 2013	340	720	1,414	11,243	84.09 MB
nov. 2013	356	825	1,566	10,171	93.01 MB
dec. 2013	357	957	2,113	9,905	153.53 MB
Totaal	4,153	12,759	24,394	119,813	1.16 GB

The chart shows the unique visitors, amount of visits, visited webpage's, hits and bytes for [www.networkofschools.org](http://www.networkofschools.org) over 2013.

Popular pages are the pages on *Teaching Material*, *Member Schools* and the *Application Form* to become a member.

### 7.3.1 Network of Schools Bulletin

The Mercator Network Newsletter is compiled by a research assistant and the web editor of the Mercator Research Centre and published 4 times a year. Besides the bulletin a newsflash was introduced in 2013, which appeared 3 times.

### 7.4 The near future

By creating new links and by using social media like Twitter and Facebook, we expect to improve visitor numbers again in 2014.

## 8. FINANCIAL SITUATION

### 8.1 Operational costs

Since 2007 the Mercator Research Centre receives yearly subsidies from the province of Fryslân and the municipality of Leeuwarden (Ljouwert). The subsidy of the municipality stopped at the end of 2012, so 2013 is the first year that the centre had to deal with half of the funding of the previous years. To solve this decrease in funding the Fryske Akademy decided in January



2013 to integrate the Mercator centre more as a structural part of the FA by covering part of the staff costs of the Mercator Research Centre from its own sources. These staff costs are therefore not included in the project financial table below. Furthermore the FA has used part of the overhead costs to add to the staff costs. The funds of the province (and municipality before) were granted not only to maintain and fulfil its role as information and research centre in Europe, but also to match with other sources of funding. In the overview below the matching with other projects has been listed. Most of the projects are realised within the EU Lifelong Learning Programme. In general the financial matching part is around 25% (with 75% external funding). The external auditor report is written by Ernst & Young office in Leeuwarden.

Financieel verslag betreffende:  
**Mercator European Research Centre on Multilingualism  
and Language Learning 2013 + EBLT 2013**

Omschrijving	Realisatie	Budget	Afwijking
Staff costs Mercator 2013	€ 113.132	€ 95.000	€ -18.132
<i>Sub- totaal personele kosten</i>	€ 113.132	€ 95.000	€ -18.132
<u>Bedrijfskosten</u>			
Reis- en ferbliuwkosten	€ 5.965	€ 5.000	€ -965
Organisaasje kongressen/seminairs	€ 6.794	€ 5.000	€ -1.794
Represintaasje kosten	€ 2.552	€ 3.000	€ 448
Publikaasjes	€ 6.038	€ 8.000	€ 1.962
Bijdrage aan Basken	€ 49.355	€ 53.000	€ 3.645
Bijdrage aan LEARNMe	€ 6.766	€ 11.000	€ 4.234
Bijdrage LRE / CSP	€ 43	€ 1.000	€ 957
Akkountantkosten	€ 2.831	€ 0	€ -2.831
<i>Sub- totaal bedrijfskosten</i>	€ 80.344	€ 86.000	€ 5.656
<i>20% overhead</i>	€ 22.626	€ 19.000	€ -3.626
<i>Sub-totaal Kenniscentrum 2012</i>	€ 216.102	€ 200.000	€ -16.102
<u>EBLT 2012</u>			
Sekretariaat	€ 4.615	€ 4.900	€ 285
Organisaasje evenementen	€ 0	€ 1.750	€ 1.750
<i>Sub-totaal EBLT 2012</i>	€ 4.615	€ 6.650	€ 2.035
<b>Totaal project kosten</b>	<b>€ 220.717</b>	<b>€ 206.650</b>	<b>€ -14.067</b>

<b>Financiering</b>	<b>Maximale toezegging</b>	<b>Gerealiseerd naar rato</b>
Provincie Fryslân , beschikking 01027437 dd 13 novimber 2012      Mercator	€      200.000	€      200.000
Provincie Fryslân , beschikking 01027437 dd 13 novimber 2011      EBLT	€      6.650	€      4.615
Eigen bijdrage van Fryske Akademy	€      15.000	€      16.102
<b>Totaal financiering</b>	<b>€      221.650</b>	<b>€      220.717</b>

<b>Afrekening subsidiebeschikkingen</b>	<b>Provincie Fryslân</b>
Gerealiseerde subsidiabele kosten	€      204.615
Ontvangen voorschottermijnen	€      186.650
<b>Saldo afrekening</b>	<b>€      17.965</b>

From the table we can read that staff costs were higher than budgeted and also the costs for the European expert seminar within the Basque agreement were slightly higher than anticipated. For the budget of the EBLT not all available funds were used in 2013.

## 8.2 Staff

The Mercator Research Centre is part of the Social Sciences department of the Fryske Akademy.

In practise around 12 staff members are working within the framework of activities of the Mercator Research Centre. There is a wide range in dedicated working hours, because most of the staff members also work for one or more of the matched projects.

The following staff members and functions can be identified, working for activities and research of the Mercator Research Centre on a daily basis (situation of 31 December 2013):

## Mercator functions and staff members, situation 31 December 2012

<b>Function</b>	
Head Social Science Department / management Mercator Research Centre	Drs. Cor van der Meer
Research assistants	Drs. Nienke Boomstra (AIO) Drs. Idske Bangma Drs. Jan van der West (till Oct. '13) Drs. Saskia Benedictus-van den Berg Mrs. Mirjam Günther-van der Meij, MA (AIO) Drs. Jildou Popma Drs. Truus de Vries (till Nov. 2013) Mrs. Ineke Rienks (MA)
Communication officer / Web editor	Mr. Tjeerd Rintjema
Information specialist	Mrs. Elly Albers
Secretary	Mrs. Adrie Kaspers
Secretary EBLT	Mrs. Reina van der Meer (till Sept '13)

### 8.3 Affiliated research contacts

Member of the team is also Dr. Tseard de Graaf, a specialist in phonology and endangered languages. He is retired but very active and functions as senior guest researcher for the Mercator Research Centre. Two other active research affiliates are:

- Senior honorary researcher Prof. Durk Gorter, working as research professor for Ikerbasque at the University of the Basque Country and
- Prof. dr. Jeroen Darquennes, specialist in multilingualism and working as professor at the University of Namen/Namur in Belgium.



# Appendices

Mercator European Research Centre on Multilingualism and Language Learning

2013





## APPENDIX I

### ***Goal and mission of the Mercator European Research Centre on Multilingualism and Language Learning***

#### **Mission Statement**

#### **Mercator European Research Centre on Multilingualism and Language Learning**

The Mercator European Research Centre on Multilingualism and Language Learning (formerly Mercator Education) was originally founded in 1987 and reshaped in 2001. The centre is part of the Fryske Akademy, **the scientific research and educational centre for Fryslân and its people, its language and its culture.**

The Mercator Research Centre is an independent and recognised reference centre for policy makers and professional workers in the field of multilingual education and language learning. The Mercator Research Centre brings Europe to Fryslân and Fryslân to Europe. It is funded by the Province of Fryslân (Friesland) and the Municipality of Leeuwarden.

#### Mercator mission statement

- To contribute to multilingual education in a multilingual Europe through research and by collecting, distributing and applying scientific knowledge.

#### Mercator continuously strives to:

- Provide a platform for the academic community as well as practitioners and policymakers/ politicians.
- Conduct research on multilingualism and its aspects for both individuals and society.
- Offer a network of research institutes and universities in the field of multilingualism and function as a platform for the exchange of good practices.
- Focus on multilingualism in education, including language transmission in a social context.
- Increase awareness of the benefits of multilingualism and the added value of regional and minority languages through scientific results.

#### The values of Mercator

- Supportive of collaboration and working in partnerships
- Professional and working to a high standard
- Continuously learning
- Ambitious and provides a challenging environment for personal growth

The Mercator European Research Centre on Multilingualism and Language Learning (Mercator Research Centre in short) aims at the acquisition, circulation and application of knowledge. The Mercator Research Centre gathers and mobilises expertise in the field of language learning at school, at home and through cultural participation in favour of linguistic diversity of Europe. The Mercator Research Centre is an independent and recognised reference centre for policy makers and professional workers in the field of multilingual education and language learning. The Mercator Research Centre brings Europe to Fryslân and Fryslân to Europe.

## **Full version in Dutch**

### **Missie van het Mercator Europees Kenniscentrum voor Meertaligheid en Taalleren**

#### **Meertaligheid als norm en waarde**

In zijn aankondiging van de nieuwe strategie voor “Meertaligheid in de EU” (november 2005) verklaarde Eurocommissaris Jan Figel, dat taalverscheidenheid de kern vormt van de Europese identiteit. De Europese Commissie hecht belang aan het bevorderen van talen en taalverscheidenheid in de Unie. Dit is formeel vastgelegd in art. 22 van het Handvest van fundamentele rechten van de Europese burgers (2000): “De Unie respecteert de culturele, godsdienstige en taalkundige verscheidenheid.” De nieuwe Europees commissaris voor Meertaligheid, Leonard Orban, verklaarde bij zijn aantreden: “We moeten ons taalkundig erfgood in de lidstaten koesteren en bevorderen, maar het is ook belangrijk dat we elkaar, onze burens en partners elders in de EU verstaan. – Het stimuleren van meertaligheid is een uitstekende manier om de Europese burgers dichter bij elkaar te brengen.”

Taalverscheidenheid van staten en regio's veronderstelt meertalige burgers. Het beleid van de EU en van de Raad van Europa is erop gericht, dat de Europese burgers elkaar willen en kunnen verstaan. Van Europese burgers wordt gaandeweg verwacht, dat zij naast de moedertaal (of moedertalen) ten minste twee andere Europese talen leren, kort samengevat: (2) M + 2. De beheersing van meerdere talen is ook van belang voor de interculturele dialoog.

Dit algemene uitgangspunt vraagt beleidsinspanningen op het gebied van de taalplanning. In de taalplanning wordt onderscheid gemaakt tussen corpusplanning, statusplanning en planning van het taalleren. Het Mercator Europees Kenniscentrum voor Meertaligheid en Taalleren beweegt zich in de afdeling ‘planning van het taalleren’.

De programma's van EU en van de Raad van Europa zetten in op de voorwaarden voor en de kwaliteit van het taalleren, bijvoorbeeld Integrated Lifelong Learning Programme (2007-2013).

#### **Positie en herkenbaarheid in Europa en in de regio**

Het Mercator Kenniscentrum is uitstekend toegerust om expertise en competenties die op het niveau van de lidstaten en de regio's ontwikkeld zijn, te mobiliseren en bij elkaar te brengen. Door de specialistische expertise op

het gebied van taalverscheidenheid en taalleren draagt het kenniscentrum bij aan het implementeren van de Europese beleidsprogramma's op het terrein van taalverscheidenheid en taalleren.

- Het Mercator Kenniscentrum groeit uit tot een onafhankelijke en erkende instelling waar zowel de beleidsmakers als de professionele werkers in het veld met vertrouwen gebruik van kunnen maken.
- Het Mercator Kenniscentrum groeit uit tot een Europees toonaangevend kenniscentrum op het gebied van meertaligheid en taalleren, waarbij zowel aandacht is voor het leren op school als voor de taaloverdracht buiten het onderwijs (thuis, op het werk, in de vrije tijd, door cultuurparticipatie). Het kenniscentrum bevordert de expertise en brengt de experts op dit terrein bij elkaar en draagt hiermee bij aan het Europese streven dat alle Europese burgers meer talen spreken en leren.
- Het Mercator Kenniscentrum draagt in de regio bij aan de versterking van de positie van 'Leeuwarden Kennisstad'. Het kenniscentrum is herkenbaar in en voor de stad Leeuwarden, hoofdstad van de tweetalige provincie Fryslân.
- Het Mercator kenniscentrum bevordert de deskundigheid van alle professionele werkers in de regio op het gebied van taalleren en meertaligheid.

### Focus

De focus is de meertaligheid van het individu in de sociale en culturele context, zowel thuis als op school, in de werksituatie en in de sociale omgeving (verenigingen, maatschappelijke organisaties en (zorg-)instellingen) en de culturele sfeer (toneel, muziek, film). Het onderzoek is gericht op het leren en onderwijzen van talen als moedertaal, als tweede taal en als vreemde taal. De taalverscheidenheid van Europa komt in de eerste plaats tot uitdrukking in de aandacht voor de autochtone regionale en minderheidstalen in Europa. Naast het leren op school is er ook aandacht voor taalbeleving en taaloverdracht in de culturele context. Meertalige taaluitingen zoals muziek, lezen en literatuur, voordracht en toneel zijn belangrijke elementen van de beleving en ontwikkeling van taalverscheidenheid van de gemeenschap en van het individu. De **taakstelling** bestaat uit drie elementen:

- **Kennisverwerving**  
Het Mercator Kenniscentrum legt zich toe op nieuw onderzoek betreffende meertaligheid, veelal in samenwerking met hogescholen en universiteiten in Fryslân en Nederland en met partnerinstituten in de EU.  
Het Mercator Kenniscentrum continueert de taak van **kennisbeheer** door middel van een digitaal info- en documentatiecentrum op het gebied van regionale en minderheidstalen.
- **Kenniscirculatie**  
Het Mercator Kenniscentrum is een transferpunt van kennis door disseminatie van de kennis d.m.v.:
  - de Regionale Dossiers, de Mercator Newsletter, Q&A en de eigen website ([www.mercator-research.eu](http://www.mercator-research.eu));
  - bijdrage leveren aan het verwerven van kennis door studenten (bachelor, master) en professionele werkers in opvoeding en onderwijs d.m.v. scriptie, stage en projecten;

- actualiseren van kennis van docenten, opleiders, onderwijsbegeleiders d.m.v. seminars, workshops en congressen (regionaal, nationaal en internationaal).
- **Kennistoepassing**  
De expertise van het Mercator Kenniscentrum wordt door de professionele werkers in het veld toegepast in projecten op het gebied van voorschoolse vorming, vernieuwing in taalonderwijs, pedagogische concepten in meertalig onderwijs, taalverwerving en integraal taalbeleid. Verder advisering over meertalig onderwijs aan scholen en lerarenopleidingen en aan schoolbesturen, locale en regionale overheden.

Uit de samenhang van deze drie elementen – en de uitkomsten in termen van praktisch bruikbare instrumenten en adviezen – blijkt de waarde van het Mercator Kenniscentrum in de kennisinfrastructuur m.b.t. meertaligheid en taalleren, namelijk in het geheel van instituties die als primaire doelstelling hebben het verwerven, het beheren en de distributie van kennis.

### **Europese positie**

Met deze taken is het Mercator Kenniscentrum een onafhankelijk en erkend focuscentrum voor beleidsmakers, onderzoekers en opleiders op het gebied van taalverscheidenheid en het leren van talen. Hiermee levert het Mercator Kenniscentrum ook een bijdrage aan de sociale cohesie en sociale duurzaamheid van meertalige gebieden in Europa.

## APPENDIX II

### ***METIS, overview 2013 FSW: A complete overview of all publications, articles, lectures etc.***

#### **Proefskrift, yntern**

Dijkstra, J.E. (2013, oktober 10). *Growing up with Frisian and Dutch. The role of language input in the early development of Frisian and Dutch among preschool children in Friesland*. Universiteit van Amsterdam (187 pag.) (Leeuwarden: Fryske Akademy). Prom./coprom.: prof. dr. F. Kuiken, prof. dr. R.J. Jorna & dr. E.L. Klinkenberg.

#### **Redaksje tydskrift / Refereeskip**

Benedictus- van den Berg, S.W. & Rienks, I (Eds.). (2013). *Regional dossiers series*.

#### **Redaksje bondel**

Graaf, T. de & Kasten, E. (Eds.). (2013). *Sustaining Indigenous Knowledge : Learning Tools and Community Initiatives for Preserving Endangered Languages and Local Cultural Heritage* (SEC Publications). Fürstenberg: Verlag der Kulturstiftung Sibirien.

#### **Artikel, net refereed**

Hemminga, P. (2013). De gouden oere fan it provinsjebestjoer. *De Moanne. Algemiene-kultureel opinyblêd*, 12(5), 18-21.

#### **Artikel, net wittenskiplik**

Meer, C. van der (2013). Interview :Cor van der Meer talks about multilingualism, endangered languages and social cohesion. *EIT News*, 286, 14.

Meer, C. van der (2013). Interview with Cor van der Meer. *Dialogue. Center for social integration policy*, 1(1), 13-14.



Meer, C. van der (2013). Mercator : Europeesk Kenniscentrum foar Meartalichheid en Taallearen. *De Moanne. Algemiene-kultureel opinyblêd*, 36-37.

### Haadstik yn bondel

Gorter, D. (2013). Meartalich ûnderwiis foar it Baskysk en it Frysk: in ferliking. In H. Brand, B. Groen, E. Hoekstra & C. van der Meer (Eds.), *De tienduizend dingen. Feestbundel voor Reinier Salverda* (Fryske Akademy, 1075) (pp. 463-476). Ljouwert: Fryske Akademy.

Graaf, T. de (2013). De rol van een Friese zeeman en andere westerse invloeden in de grensgebieden van Rusland en Japan. In Hanno Brand, Ben Groen, Eric Hoekstra & Cor.van.der Meer (Eds.), *De tienduizend dingen: Feestbundel voor Reinier Salverda* (Fryske Akademy, 1075) (pp. 159-174). Ljouwert /Leeuwarden: Fryske Akademy.

Graaf, T. de & Shiraishi, H. (2013). Documentation and Revitalization of Two Endangered Languages in Eastern Asia: Nivkh and Ainu. In Tjeerd.de Graaf & Erich Kasten (Eds.), *Sustaining Indigenous Knowledge : Learning Tools and Community Initiatives for Preserving Endangered Languages and Local Cultural Heritage* (SEC Publications) (pp. 49-64). Verlag Kulturstiftung Sibirien.

Graaf, T. de (2013). Endangered Languages and Endangered Archives in Russia. In J. Fishman, D. Singleton, L. Aronin & M. Ó Laoire (Eds.), *Current Multilingualism : A New Linguistic Dispensation* (pp. 279-297). Boston/Berlin: De Gruyter Mouton.

Graaf, T. de (2013). Fond Kul'tury Narodov Sibiri i Ispol'zovanie Informatsionnykh Tekhnologii dlja Sokhraneniya i Prepodavanija Jazykov Korennykh Malochislennykh Narodov = The Foundation for Siberian Cultures and the Use of Information Technology for the Safeguarding and Teaching of

Aboriginal Languages. In *Istorija i Kul'tura Korennykh Narodov Dal'nego Vostoka = History and Culture of the Aboriginal Peoples in the Russian Far East* (pp. 65-70). Yuzhno-Sakhalinsk.

Graaf, T. de (2013). The Use of Sound Archives for the Investigation, Teaching and Safeguarding of Some Endangered Languages and Siberian Cultures. In Charlotte Gooskens & René van Bezooijen (Eds.), *Phonetics in Europe, Perception and Production* (pp. 83-99). Frankfurt am Main: Peter Lang Edition.

Graaf, T. de (2013). Witsens Noord- en Oost-Tartarye: Ruslands grensgebieden met Japan, China en Mongolië. In N.A. Kraft van Ermel & J.S.A.M. van Koningsbrugge (Eds.), *Nederland en Rusland, een paar apart? 400 jaar Nederlands-Russische betrekkingen* (pp. 286-311). Groningen: Instituut voor Noord- en Oost-Europese Studies.

Hemminga, P. (2013). Boargemasters yn Fryslân 1945-2011. In H. Brand, B. Groen, E. Hoekstra & C. van der Meer (Eds.), *De tienduizend dingen. Feestbundel voor Reinier Salverda* (Fryske Akademy, 1075) (pp. 213-224). Ljouwert: Fryske Akademy.

Meer, C. van der, Riemersma, A.M.J. & West, J.F. van der (2013). Mercator op 'e kaart sette. In H. Brand, B. Groen, E. Hoekstra & C. van der Meer (Eds.), *De tienduizend dingen : Feestbundel voor Reinier Salverda* (Fryske Akademy, 1075) (pp. 477-488). Ljouwert/Leeuwarden: Fryske Akademy.

## Rapport

Areny, M., Forniès, D., Mayans, P. & Rienks, I (2013). *Catalan: The Catalan Language in Education in Spain (2nd edition)*. (Regional dossiers series). Leeuwarden/Ljouwert: Mercator European Research Centre on Multilingualism and Language Learning.

Gorter, D. & Arocena, E. (2013). *The multilingual classroom in primary education in the Basque country and Friesland: beliefs of teachers and their language practices*. Leeuwarden: Mercator European Research Centre on Multilingualism and Language Learning in collaboration with Eusko Jaurilaritza Gobierno Vasco.

Østern, A.L., Ekholm, S., Harju-Luukainen, H. & Benedictus- van den Berg, S.W. (2013). *Swedish: The Swedish Language in Education in Finland (2nd edition)*. (Regional dossiers series). Leeuwarden/Ljouwert: Mercator European Research Centre on Multilingualism and Language Learning.

### Keynote lêzing

Gorter, D. (2013, januari 25). *Fryske Akademy 75 & FSW 25 & Mercator 25 & Tjeerd de Graaf's 75th birthday*. Ljouwert/Leeuwarden, Anniversary Symposium: 75 years Fryske Akademy, 25 years Mercator Research and Tjeerd de Graaf's 75th birthday.

Meer, C. van der (2013, juni 13). *34th TABU dag*. Groningen, Rijksuniversiteit Groningen, Words of welcome by Chair Cor van der Meer.

Meer, C. van der (2013, september 26). *Multilingualism and New Media*. Brussels, Presentation at the Vlaams Parlement at the Ministry of Education.

### Wittenskiplike lêzing

Boomstra, N.W. (2013, maart 25). *Parental beliefs of bilingual Antillean mothers: stability of the construct and comparison with monolingual Dutch group*. Brussel, Symposium Multilingualism at work group about language (WOT) Vrije Universiteit Brussel.

Dijkstra, J.E. (2013, november 29). *Early child language in Fryslân. Iere bernetaal yn Fryslân*. Leeuwarden/Ljouwert, Fryske Akademy, Sympoasium 'Fryslân en de wrâld' ter gelegenheid fan it ôfskied fan prof. dr. Reinier Salverda.

Dijkstra, J.E., Kuiken, F., Jorna, R.J. & Klinkenberg, E.L. (2013, augustus 30). *Language input and its role in the early bilingual vocabulary and morphosyntax*. Amsterdam, EUROSILA 23.

Dijkstra, J.E., Kuiken, F., Jorna, R.J. & Klinkenberg, E.L. (2013, maart 25). *Language input and the early vocabulary and morphosyntax in Frisian and Dutch*. Brussel, Werkgroep Over Taal, Vrije Universiteit.

Dijkstra, J.E., Kuiken, F., Jorna, R.J. & Klinkenberg, E.L. (2013, juni 13). *The early bilingual acquisition of a minority and majority language*. Groningen, 34th TABU Dag, Workshop Minority Languages in a Multilingual Europe.

Graaf, T. de (2013, december 13). *"Voices from the Indigenous Siberia, with an Emphasis on Yukaghir"*. Amsterdam : Amsterdam Center for Language and Communication of the University of Amsterdam ( ACLC), Presentation at the International Conference on the occasion of the end of the research project "Tundra Yukaghir".

Graaf, T. de (2013, december 16). *Description of Minority Languages in Russia on the Basis of Historical Data and Field Work*. Helsinki, Presentation at Conference "Language Revitalization in a Russian and European Context: Exploring Solutions for Minority Language Maintenance.

Graaf, T. de (2013, juni 07). *Some Russian-Dutch projects for the Study of Minority Languages and Cultures in Russia*. St. Petersburg, Presentation Conference on Russia-the Netherlands: Cross-European Dialogue of Cultures, 7-9 June 2013.

Graaf, T. de (2013, oktober 17). *Taal, cultuur en geschiedenis van de Mennonieten in Rusland en Canada*. Praag, Praagse perspectieven.

Günther-van der Meij, M.T. (2013, maart 08). *Could it be easier for fluent bilinguals than for non-fluent bilinguals to learn a third language?* University of Groningen, Anéla Juniorendag.

Günther-van der Meij, M.T. (2013, maart 25). *Could it be easier for fluent bilinguals than for non-fluent bilinguals to learn a third language?* Brussels, Symposium on Multilingualism at Workgroup about Language (WoT) at the Vrije Universiteit Brussels.

Meer, C. van der (2013, juni 14). *Multilingual Early Language Transmission MELT Project*. Athens, 1st. Hellenic Conference on Early Language Learning, 14-16 June 2013.

Meer, C. van der (2013, april 17). *Multilingualism in Europe, policy and some case studies*. Kazakhstan, Almati, International conference 16-17 April 2013.

Salverda, R. & Meer, C. van der (2013, juni 17). *New Media for Multilingualism: Practice and Research Questions*. London, School of Oriental and African Studies, presentation at symposium: 'Multilingual & Multicultural Communication'.

West, J.F. van der & Klinkenberg, E.L. (2013, september 12). *A new language survey in Fryslân – Frisian revisited?* GRAZ, ICML XIV.

### Publykslêzing

Benedictus- van den Berg, S.W. (2013, september 21). *Taalbeleid in Nederland en Fryslân (bijdrage aan ronde tafel 'De Franse taal in de context van de Nederlandse meertaligheid'*. Institut francais, Amsterdam, Openingscongres Kenniscentrum Frankrijk-Nederland.

Boomstra, N.W. (2013, september 06). *Mear taal, mear kâns: in meartalich projekt foar Antilliaanske gesinnen*. Leeuwarden, Akademydei 2013, 75 jier Fryske Akademy.

Dijkstra, J.E., Kuiken, F., Jorna, R.J. & Klinkenberg, E.L. (2013, juni 08). *De rol fan taalyndput yn 'e wurdskatûntwikkeling fan pjutten yn Fryslân*.

Leeuwarden/Ljouwert, Lededei Fryske Akademy.

West, J.F. van der (2013, juni 18). *Fryske Akademy en it Mercator Kennissintrum*. Ljouwert, Week van de Uitwisseling.

West, J.F. van der (2013, april 13). *Presentation Fryske Akademy and multilingual education in Fryslân*. Ljouwert, study visit Europees Platform.

### **Organisaasje kongres**

Meer, C. van der & Benedictus- van den Berg, S.W. (2013). Taalrijk Europa - beleid en praktijk in Fryslân, Nederland en Europa. Symposium Language Rich Europe: Leeuwarden (2013, maart 01).

### **Organisaasje ynternasj. kongres**

Haugh Hilton, N. & Meer, C. van der (2013). Multilingualism- The Key Debates. International Conference / member of Scientific Committee: Leeuwarden (2013, september 12 - 2013, september 14).

Meer, C. van der & Salverda, R. (2013). Anniversary Symposium: 75 years Fryske Akademy, 25 years Mercator Research and Tjeerd de Graaf's 75th birthday.

Meer, C. van der & Vries, G.R. de (2013). Expert Seminar on "The Ethnocultural Dimensions in Education" both in primary and secondary levels.

Meer, C. van der (2013). LEARNME Workshop Revisiting, reanalysing and redefining research on linguistic diversity: media, education and policy. LEARNME : Language and Education Addressed through Research and Networking: Aberystwyth University (Wales) (2013, oktober 17 - 2013, oktober 18).



Meer, C. van der & Salverda, R. (2013). Multilingual & Multicultural Communication. PreConference to the 63rd International Communication Association's Annual Meeting: London (2013, juni 17).

Meer, C. van der (2013). Workshop Minority Languages in a Multicultural Europe. 34th TABU dag International linguistics conference: Groningen, Rijksuniversiteit Groningen (2013, juni 13).

## APPENDIX III

### ***PRESS RELEASES: A complete overview of all press releases of the Mercator Research Centre in 2013***

PARSEBERJOCHT (FRL) - NL-versie omdraaien

-----  
Fryske Akademy fiert 75-jierrich jubileum

Ljouwert, 21 jannewaris 2013 – It jier 2013 stiet yn it teken fan it 75-jierrich jubileum fan de Fryske Akademy. Om dat te fieren sille der troch it jier hinne troch de ûnderskate wittenskiplike dissiplines feestlike aktiviteiten organisearre wurde foar leden, stipers en oare relaasjes. Op freedtemiddei 25 jannewaris binne de Sosjale Wittenskippen oan bar. Foar harren is it dûbeld feest, want it Mercator Europeesk Kennisintrum foar Meartaligens en Taallearen, ûnderdiel fan dy fakgroep, bestiet offisjeel 25 jier.

Der is in programma mei lêzingen dy't weromsjogge op resultaten en súksessen en lêzingen dy't foarútsjogge nei de takomst fan de Fryske Akademy. Tema's as bedrige talen, minderheidstalen en meartaligens yn Europeesk perspektyf komme oan 'e oarder. Under de sprekkers binne Durk Gorter (Ikerbasque, Basque Foundation for Science), Anna Pauwels (SOAS, School for Oriental and African Studies, University of London), Jeroen Darquennes (University of Namur) en Tjeerd de Graaf (Fryske Akademy).

EIN FAN IT BERJOCHT

-----  
Noat foar de redaksje, net foar publikaasje:

Wurdfierders foar it Mercator Kennisintrum binne Cor van der Meer, T (058) - 234 3063, M 06 - 417 886 22, E [cvandermeer@fryske-akademy.nl](mailto:cvandermeer@fryske-akademy.nl) en Tjeerd Rintjema, T (058) – 233 69 17, E [trintjema@fryske-akademy.nl](mailto:trintjema@fryske-akademy.nl).

It Mercator Europeesk Kennisintrum foar Meartaligens en Taallearen, ûnderdiel fan de Fryske Akademy, is al 25 jier in ûnôfhinklik en erkend sintrum foar beliedsmakkers, ûndersikers en oplieders op it mêd fan taalferskaat en it learen fan talen. Dêrmei leveret it Mercator Kennisintrum ek in bydrage oan de sosjale koheezje en sosjale duorsumens fan meartalige gebieten yn Europa. It Mercator Kennisintrum bringt Europa nei Fryslân en Fryslân nei Europa.

Mercator Europeesk Kennisintrum foar Meartaligens en Taallearen p/a Fryske Akademy, Doelestrjitte 8, Postbus 54, 8900 AB Ljouwert/Leeuwarden, T (058) 213 1414, E [mercator@fryske-akademy.nl](mailto:mercator@fryske-akademy.nl), W [www.mercator-research.eu](http://www.mercator-research.eu)

Folgje ús op Twitter: @FryskeAkademy

-----  
PERSBERICHT (NL)

-----  
Fryske Akademy viert 75-jarig jubileum

Leeuwarden, 21 januari 2013 - Het jaar 2013 staat in het teken van het 75-jarig jubileum van de Fryske Akademy. Om dat te vieren zullen er door het jaar heen door de verschillende wetenschappelijke disciplines feestelijke activiteiten georganiseerd worden voor leden, donateurs en andere relaties. Op vrijdagmiddag 25 januari is het de beurt aan de Sociale Wetenschappen. Voor hen is het dubbel feest, want het Mercator Europees Kenniscentrum voor Meertaligheid en Taalleren, onderdeel van die vakgroep, bestaat officieel 25 jaar.

Er is een programma met lezingen die terugkijken op resultaten en successen en lezingen die vooruitkijken naar de toekomst van de Fryske Akademy. Thema's als bedreigde talen, minderheidstalen en meertaligheid in Europees perspectief komen aan bod. Onder de sprekers zijn Durk Gorter (Ikerbasque, Basque Foundation for Science), Anna Pauwels (SOAS, School for Oriental and African Studies, University of London), Jeroen Darquennes (University of Namur) en Tjeerd de Graaf (Fryske Akademy).

EINDE BERICHT  
-----

Noot voor de redactie, niet voor publicatie:

Woordvoerders namens het Mercator Europees Kenniscentrum zijn Cor van der Meer, T (058) - 234 3063, M 06 - 417 886 22, E [cvandermeer@fryske-akademy.nl](mailto:cvandermeer@fryske-akademy.nl) en Tjeerd Rintjema, T (058) – 233 69 17, E [trintjema@fryske-akademy.nl](mailto:trintjema@fryske-akademy.nl).

Het Mercator Europees Kenniscentrum voor Meertaligheid en Taalleren, onderdeel van de Fryske Akademy, is al 25 jaar een onafhankelijk en erkend centrum voor beleidsmakers, onderzoekers en opleiders op het gebied van taaldiversiteit en het leren van talen. Hiermee levert het Mercator Kenniscentrum ook een bijdrage aan de sociale cohesie en sociale duurzaamheid van meertalige gebieden in Europa. Het Mercator Kenniscentrum brengt Europa naar Fryslân en Fryslân naar Europa.

Mercator Europees Kenniscentrum voor Meertaligheid en Taalleren p/a Fryske Akademy, Doelestrjitte 8, Postbus 54, 8900 AB Ljouwert/Leeuwarden, T (058) 213 1414, E [mercator@fryske-akademy.nl](mailto:mercator@fryske-akademy.nl), W [www.mercator-research.eu](http://www.mercator-research.eu), W [www.fryske-akademy.nl](http://www.fryske-akademy.nl)

Volg ons op Twitter: @FryskeAkademy

## PARSEBERJOCHT (FRL) - NL-versie omdraai

It Frysk besjoen út nasjonaal en ynternasjonale perspektyf wei  
Taalryk Europa - Belied en praktyk yn Fryslân, Nederlân en Europa

Ljouwert 18 febrewaris 2013 - It Mercator Kennisintrum fan de Fryske Akademy en de British Council organisearje tegearre it symposium 'Taalryk Europa - belied en praktyk yn Fryslân, Nederlân en Europa' op 1 maart 2013 by de Fryske Akademy yn Ljouwert.

It Language Rich Europe projekt hat yn oparbeidzjen mei regionale partners (ûnder oaren de Fryske Akademy), taal en taalbelied ûndersocht yn mear as tweintich lannen en regio's. Dêrby is net allinnich sjoen nei ûnderwiis, mar ek nei oare domeinen, lykas media, bedriuwslibben en publike tsjinstferliening. Ut it ûndersyk docht bliken dat meartaligens yn Nederlân noch fierder ûntwikkele wurde kin: de oerheid leit de klam op it Nederlânsk, yn it ûnderwiis wurdt in beheind spektrum fan frjemde talen oanbean en ymmigrantetalen komme net oan bod. Dêrfoar is de posysje fan it Frysk better ferankere en it Frysk makket fêst ûnderdiel út fan it ûnderwiis; mar al nei't de learling âlder wurdt, is der minder omtinken foar de taal. Yn oare domeinen bestiet ek belied dat spesifyk op de Fryske taal rjochte is.

It Frysk liket dus as foarbyld tsjinje te kinnen foar oare talen, mar is dat wol sa? Op hokker mêd kin noch folle mear wûn wurde foar it Frysk? En yn watfoar sin kin it (belied oangeande it) Frysk as foarbyld tsjinje op nasjonaal en faaks ek ynternasjonale nivo?

Dêroer sil diskussjearre wurde op it symposium yn Ljouwert, mei it doel om oanrikkemedaasjes te formulearjen dy't ûnderdiel útmeitsje sille fan it Language Rich Europe projekt. Fierder binne der lêzings fan prof. dr. Guus Extra, emearitus heechlearaar Taal en Minderheden (Universiteit Tilburg), prof. dr. Reinier Salverda, direkteur-bestjoerder Fryske Akademy en drs. Tsjerk Bottema, senior beliedsmeiwurker taal en media (Provinsje Fryslân). De ôfslutende presintaasje fan alle útkomsten sil op 5 maart holden wurde yn Brussel.

Mear ynformaasje is te finen op [www.mercator-research.eu](http://www.mercator-research.eu), yn it blok 'upcoming events'.

## EIN FAN IT BERJOCHT

Noat foar de redaksje, net foar publikaasje:

Wurdfierders foar it Mercator Kennisintrum binne Cor van der Meer, T (058) - 234 3063, M 06 - 417 886 22, E [cvandermeer@fryske-akademy.nl](mailto:cvandermeer@fryske-akademy.nl) en Tjeerd Rintjema, T (058) - 233 69 17, E [trintjema@fryske-akademy.nl](mailto:trintjema@fryske-akademy.nl).

It Mercator Europeesk Kennisintrum foar Meartaligens en Taallearen, ûnderdiel fan de Fryske Akademy, is al 25 jier in ûnôfhinklik en erkend sintrum foar beliedsmakkers, ûndersikers en oplieders op it mêd fan taalferskaat en it learen fan talen. Dêrmei leveret it Mercator Kennisintrum ek in bydrage oan de sosjale koheezje en sosjale duorsumens fan meartalige gebieten yn

Europa. It Mercator Kennissintrum bringt Europa nei Fryslân en Fryslân nei Europa.

Mercator Europeesk Kennissintrum foar Meartaligens en Taallearen p/a Fryske Akademy, Doelestrijtte 8, Postbus 54, 8900 AB Ljouwert/Leeuwarden, T (058) 213 1414, E [mercator@fryske-akademy.nl](mailto:mercator@fryske-akademy.nl), W [www.mercator-research.eu](http://www.mercator-research.eu)

## PERSBERICHT (NL)

Het Fries bekeken vanuit nationaal en internationaal perspectief  
Taalrijk Europa – Beleid en praktijk in Fryslân, Nederland en Europa

Leeuwarden 18 februari 2013 - Het Mercator Kenniscentrum van de Fryske Akademy en de British Council organiseren gezamenlijk het symposium 'Taalrijk Europa – beleid en praktijk in Fryslân, Nederland en Europa' op 1 maart 2013 bij de Fryske Akademy te Leeuwarden.

Het Language Rich Europe project heeft in samenwerking met regionale partners, waaronder de Fryske Akademy, taal en taalbeleid onderzocht in meer dan twintig landen en regio's. Daarbij is niet alleen gekeken naar het onderwijs, maar ook naar andere domeinen zoals media, het bedrijfsleven en publieke dienstverlening. Uit het onderzoek blijkt dat meertaligheid in Nederland nog verder ontwikkeld kan worden: de overheid legt de nadruk op het Nederlands, binnen het onderwijs wordt een beperkt spectrum van vreemde talen aangeboden en immigrantentalen komen niet aan bod. De positie van het Fries, daarentegen, is beter verankerd en het Fries maakt vast deel uit van het onderwijs; maar naarmate de leerling ouder wordt, is er minder aandacht voor de taal. Binnen andere domeinen is er ook beleid specifiek gericht op de Friese taal.

Het Fries lijkt dus als voorbeeld te kunnen dienen voor andere talen, maar klopt dat wel? Op welke terreinen kan nog veel gewonnen worden voor het Fries? En in welke zin kan het (beleid rondom het) Fries als voorbeeld dienen op nationaal en misschien zelfs internationaal niveau?

Hierover zal gediscussieerd worden op het symposium in Leeuwarden, met als doel om aanbevelingen te formuleren die deel zullen uitmaken van de uitkomsten van het Language Rich Europe project. Daarnaast zijn er lezingen van prof. dr. Guus Extra, emeritus hoogleraar Taal en Minderheden (Universiteit Tilburg), prof. dr. Reinier Salverda, directeur-bestuurder Fryske Akademy en drs. Tsjerk Bottema, senior beleidsmedewerker taal en media (Provinsje Fryslân). De afsluitende presentatie van alle uitkomsten zal plaatsvinden op 5 maart in Brussel.

Meer informatie is te vinden op [www.mercator-research.eu](http://www.mercator-research.eu), links onder 'upcoming events'.

## EINDE BERICHT

Noot voor de redactie, niet voor publicatie:

Woordvoerders namens het Mercator Europees Kenniscentrum zijn Cor van der Meer, T (058) - 234 3063, M 06 - 417 886 22, E [cvandermeer@fryske-akademy.nl](mailto:cvandermeer@fryske-akademy.nl) en Tjeerd Rintjema, T (058) – 233 69 17, E [trintjema@fryske-akademy.nl](mailto:trintjema@fryske-akademy.nl).

Het Mercator Europees Kenniscentrum voor Meertaligheid en Taalleren, onderdeel van de Fryske Akademy, is al 25 jaar een onafhankelijk en erkend centrum voor beleidsmakers, onderzoekers en opleiders op het gebied van taaldiversiteit en het leren van talen. Hiermee levert het Mercator Kenniscentrum ook een bijdrage aan de sociale cohesie en sociale duurzaamheid van meertalige gebieden in Europa. Het Mercator Kenniscentrum brengt Europa naar Fryslân en Fryslân naar Europa.

Mercator Europees Kenniscentrum voor Meertaligheid en Taalleren p/a Fryske Akademy, Doelestrijtte 8, Postbus 54, 8900 AB Ljouwert/Leeuwarden, T (058) 213 1414, E [mercator@fryske-akademy.nl](mailto:mercator@fryske-akademy.nl), W [www.mercator-research.eu](http://www.mercator-research.eu), W [www.fryske-akademy.nl](http://www.fryske-akademy.nl)

PARSEBERJOCHT (FRL) - NL-versie onderaan

-----  
De etnokulturele diminsje yn it ûnderwiis  
Expert Seminar by de Fryske Akademy

Ljouwert, 16 oktober 2013 - Yn gearwurking mei it Baskyske Regear organisearret it Mercator Kennissintrum fan de Fryske Akademy in expert seminar mei as tema "The ethnocultural dimensions in education". Dat sil plakfine fan 23 o/m 25 oktober.

Der sil in ferskaat oan sprekkers út meartalige regio's fan Europa komme. Sy sille presintaasjes jaan oer hoe't de rol fan kultuer (sjongen, dûnsjen, sport, iten, drinken, ensafuorthinne) yn it ûnderwiis yn harren regio foarmjûn is. It seminar sil safolle mooglik in praktyske ynslach hawwe.

De woansdeis en tongersdeis fynt it plak yn kongressintrum 'It Aljemint' (Doelestrijtte 4-6, Ljouwert) en de freedys yn Ketlik en Oranjewâld.

Eltsenien is fan herten wolkom om oan it seminar diel te nimmen.

It programma en it opjefteformulier binne te finen op de webside fan Mercator [www.mercator-research.eu](http://www.mercator-research.eu) (Ingelsktalich).

Twitter: #ESLWD13

EIN FAN IT BERJOCHT

-----  
Noat foar de redaksje, net foar publikaasje:

Wurdfierders foar it Mercator Kennissintrum binne Cor van der Meer, T (058) - 234 3063, M 06 - 417 886 22, E [cvandermeer@fryske-akademy.nl](mailto:cvandermeer@fryske-akademy.nl) en Tjeerd Rintjema, T (058) – 233 69 17, E [trintjema@fryske-akademy.nl](mailto:trintjema@fryske-akademy.nl).



It Mercator Europeesk Kennissintrum foar Meartaligens en Taallearen, ûnderdiel fan de Fryske Akademy, is al 25 jier in ûnôfhinklik en erkend sintrum foar beliedsmakkers, ûndersikers en oplieders op it mêd fan taalferskaat en it learen fan talen. Dêrmei leveret it Mercator Kennissintrum ek in bydrage oan de sosjale koheezje en sosjale duorsumens fan meartalige gebieten yn Europa. It Mercator Kennissintrum bringt Europa nei Fryslân en Fryslân nei Europa.

Mercator Europeesk Kennissintrum foar Meartaligens en Taallearen p/a Fryske Akademy, Doelestrjitte 8, Postbus 54, 8900 AB Ljouwert/Leeuwarden, T (058) 213 1414, E [mercator@fryske-akademy.nl](mailto:mercator@fryske-akademy.nl), W [www.mercator-research.eu](http://www.mercator-research.eu)

Folgje ús op Twitter: @FryskeAkademy

## PERSBERICHT (NL)

### De etnoculturele dimensie in het onderwijs Expert Seminar bij de Fryske Akademy

Leeuwarden, 16 oktober 2013 - In samenwerking met de Baskische overheid organiseert het Mercator Kenniscentrum van de Fryske Akademy een expert seminar met als thema "The ethnocultural dimensions in education". Dit zal plaatsvinden van 23 t/m 25 oktober.

Er zullen diverse sprekers uit meertalige regio's in Europa komen. Zij zullen presentaties geven over hoe de rol van cultuur (zingen, dansen, sport, eten, drinken, enzovoort) in het onderwijs in hun regio is vormgegeven. Het seminar zal zoveel mogelijk een praktische inslag hebben.

Op woensdag en donderdag vindt het plaats in congres- en studiecentrum 'It Aljemint' (Doelestraat 4-6, Leeuwarden) en op vrijdag in Katlijk en Oranjewoud.

Iedereen is van harte welkom om aan het seminar deel te nemen.

Het programma en het inschrijfformulier zijn te vinden op de website van Mercator: [www.mercator-research.eu](http://www.mercator-research.eu) (Engelstalig).

Twitter: #ESLWD13

## EINDE BERICHT

Noot voor de redactie, niet voor publicatie:

Woordvoerders namens het Mercator Europees Kenniscentrum zijn Cor van der Meer, T (058) - 234 3063, M 06 - 417 886 22, E [cvandermeer@fryske-akademy.nl](mailto:cvandermeer@fryske-akademy.nl) en Tjeerd Rintjema, T (058) – 233 69 17, E [trintjema@fryske-akademy.nl](mailto:trintjema@fryske-akademy.nl).

Het Mercator Europees Kenniscentrum voor Meertaligheid en Taalleren, onderdeel van de Fryske Akademy, is al 25 jaar een onafhankelijk en erkend centrum voor beleidsmakers, onderzoekers en opleiders op het gebied van taaldiversiteit en het leren van talen. Hiermee levert het Mercator Kenniscentrum ook een bijdrage aan de sociale cohesie en sociale duurzaamheid van meertalige gebieden in Europa. Het Mercator Kenniscentrum brengt Europa naar Fryslân en Fryslân naar Europa.

Mercator Europees Kenniscentrum voor Meertaligheid en Taalleren p/a Fryske Akademy, Doelestrjitte 8, Postbus 54, 8900 AB Ljouwert/Leeuwarden, T (058) 213 1414, E [mercator@fryske-akademy.nl](mailto:mercator@fryske-akademy.nl), W [www.mercator-research.eu](http://www.mercator-research.eu), W [www.fryske-akademy.nl](http://www.fryske-akademy.nl)

Volg ons op Twitter: @FryskeAkademy

## APPENDIX IV

**PUBLICATIONS: In popular media, newspapers, television, radio, internet etc.**

## LEEWARDER COURANT

25 januari 2013, pag. 6



pieterdegroot



## Swier waar

De Fryske Akademy bestiet yn septimber 75 jier en fiert dat mei tal fan jubileumaktiviteiten. Hjoed is de ôftraap mei in symposium oer meartaligens, in ûndersyksfjild dêr't de Akademy 25 jier ferlyn it **Mercator**-projekt foar oprjochte hat. It is no ien fan de 'hotspots' fan de University Campus Fryslân, mei Alex Riemersma as trait d'union tusken ûndersyk en ûnderwiis. Mar it sil dochs net sa wêze dat aanst de hiele Akademy dêroan ophongen wurdt?

Der wurdt grute, lês de krante fan ôfrûne moandei, de managers fan de Koninklijke Nederlandse Akademie van Wetenschappen (KNAW), dêr't de FA by oansletten is, tinke dy kant út. Se freegje har ôf oft de Akademy net better ûnderdak brocht wurde kin by ien fan de skoallefabriken oan de Rengersleane, dêr't Riemersma ommers al lesjout.

No ha we de hichte, dan kin Reinier Salverda skielk by syn ôfskie de grêfrede noch útsprekke

*Skaden oer jubileum  
Fryske Akademy*

en kriget Tony Feitsma postúm gelyk mei har stelling dat ûnder KNAW-paraplu de managers baas binne. Hooplik is it net wier: it is ek yn striid mei de primêre opdracht fan de UCF, 'de koppeling van aanwezige kennis en kunde binnen de bestaande instituten'.

Wilens meitsje de meiwurkers har wól soargen. Want hat it yndied noch wol doel en set oan de Griene wei in nij grut gebou del wylst jo alle wittenskiplik hâlden en dragen yn 'e kompjûter opslaan en ferwurkje kinne? Fansels, it helpt de wurkgelegenheid yn 'e bou, mar is de Fryske wittenskip der net méar mei tsjinne as dat jild nei wittenskippers giet?

Salverda hat in goed jier ferlyn de steaten noch foarrekkene dat de koartingen dy't provinsje en KNAW – oftewol it ryk – de Akademy oant 2015 oplein hawwe, delkomme op struktureel 4 ton jiers. De gefolgen binne al langer te merkbiten: de fakatueres-jensma (literatuerwittenskip) en Hemminga (bestjoerskunde) kinne net mear ynfold wurde en ek foar in taalsosjoloach is gjin jild.

Neffens deputearre Jannewietske de Vries doogde syn rekensom net alhiel, om't er bygelyks de €2,3 miljoen dy't de provinsje yn de fernijbou stekt, net meiteld hie en sa wiene der noch in pear potsjes. Dat ropt de fraach op oft dizze tiid fan krapte net ta it stellen fan oare prioriteiten twingt. De Vries' foargonger Bertus Mulder, hat it Tony Feitsma goed yndruid: Nee, de provinsje bliuwt baas. Lit se dat yn tiden fan swier waar dan wier meitsje.

> [pieterjan.de.groot@lc.nl](mailto:pieterjan.de.groot@lc.nl)

68



# Heerenveense Courant

Nieuwsdossier

Agenda

Zakennieuws

112 Nieuws

Sport

Gemeente

19:08

UITRUK VERVALT BETROF UITLAAT DROGER P 1 Woningbrand (zolder) BAALDER

Brandweer - Oudehaske - Baalder, Oudehaske

aangeboden door **alarmfase1**

## Fryske Akademy viert 75-jarig jubileum

deel dit artikel via



tags

activiteiten

cursussen

Fryske akademie

jubileum

HEERENVEEN – Het jaar 2013 staat in het teken van het 75-jarig jubileum van de Fryske Akademy. Om dat te vieren zullen er door het jaar heen door de verschillende wetenschappelijke disciplines feestelijke activiteiten georganiseerd worden voor leden, donateurs en andere relaties. Op vrijdagmiddag 25 januari is het de beurt aan de Sociale Wetenschappen. Voor hen is het dubbel feest, want het Mercator Europees Kenniscentrum voor Meertaligheid en Taalleren, onderdeel van die vakgroep, bestaat officieel 25 jaar.

Er is een programma met lezingen die terugkijken op resultaten en successen en lezingen die vooruitkijken naar de toekomst van de Fryske Akademy. Thema's als bedreigde talen, minderheidstalen en meertaligheid in Europees perspectief komen aan bod. Onder de sprekers zijn Durk Gorter (Ikerbasque, Basque Foundation for Science), Anna Pauwels (SOAS, School for Oriental and African Studies, University of London), Jeroen Darquennes (University of Namur) en Tjeerd de Graaf (Fryske Akademy).

Artikel geplaatst door Cora Cramer op 22-01-13 08:00.

70



FrieschDagblad  
Zaterdag 26 januari 2013

# Brits-Friese samenwerking op gebied van meertaligheid

• **Overeenkomst ondertekend op symposium van 75-jarige Fryske Akademy**

• **Erepenning voor etnolinguïst Tjeerd de Graaf**

Leeuwarden | De Fryske Akademy en het kenniscentrum Mercator hebben een samenwerkingsovereenkomst gesloten met de School for Oriental and African Studies (SOAS), onderdeel van de University of London. De komende vijf jaar zullen de Friese en de Britse instellingen samen optrekken door congressen te organiseren en taalonderzoeken op elkaar af te stemmen.

De overeenkomst werd gisteren getekend op het eerste van een reeks symposia ter gelegenheid van het 75-jarig bestaan van de Fryske Akademy.

De SOAS heeft een bijzondere herkomst. Het instituut diende oorspronkelijk als opleidingsplaats voor ambtenaren die in de uithoeken van het Britse imperium aan de slag moesten. Met het afbrokkelen van dat imperium veranderde de school in een onderzoeksinstituut op het terrein van vreemde talen.

Volgens Anna Pauwels van de SOAS kan de Brits-Friese samenwerking veel nieuwe inzichten opleveren. In een lezing legde ze uit dat er in grote steden zomaar enkele honderden talen voorkomen. Dat leidt tot allerlei meertaligheidsvormen die nog niet onderzocht zijn. In Europa zijn wel regelingen getroffen voor autochtone minderheidstalen, maar voor de immigrantentalen is nog niets geregeld. Daar valt nog veel te onderzoeken. Die kennis kan een belangrijke rol spelen in het op-

zetten van beter taalonderwijs. Pauwels zou ook graag meer onderzoek zien naar de verschillen tussen stad en platteland in meertaligheid.

Directeur Reinier Salverda van de Fryske Akademy is het daarmee eens. Hij noemde het voorbeeld van Marokkaanse vrouwen in Fryslân die een betere beheersing van het Nederlands blijken te hebben dan Marokkaanse vrouwen in de Randstad. „Wêrom is dat? Is dat omdat de groep lytser is? Binne wy hjir better yn it ûnderwizen fan goed Nederlânsk? Jouwe de Fryske froul-

ju in better foarbyld? Of leit it oan hiel oare dingen? It soe moai wêze dat út te finen.”

Een ander voorbeeld is dat het zogenoemde taalprofiel van Friese jongeren lijkt op dat van Marokkaanse jongeren in Nederland. Dat roept de vraag op of Friese onderwijsmethoden voor hen ook interessant kunnen zijn. Nu is het in elk geval zo dat we de waardevolle culturele bagage van veel nieuwkomers weggooien door hen in een strak taalkorset te dwingen. En dat is zonde, aldus Salverda, want daarmee gooien we ook hun verborgen talenten weg. Dat is een maatschappelijk verlies en een persoonlijk verlies.

**Marokkaanse vrouwen in Fryslân spreken beter Nederlands dan Marokkaanse vrouwen in de Randstad**

## Erepenning

Het symposium in het Aljemint in Leeuwarden was niet alleen ter gelegenheid van 75 jaar Fryske Akademy. Het aan de Akademy gekoppelde Mercator Kennisinstituut voor meertaligheid en taalleren bestaat ook 25 jaar. Speciale aandacht was er daarnaast voor Tjeerd de Graaf, die morgen 75 wordt. De Graaf, nog altijd verbonden aan de Fryske Akademy, verdiende zijn sporen als etnolinguïst door zich vele jaren hard te maken voor ernstig bedreigde talen, met name in Siberië en op het eiland Sachalin. Ook doet hij veel om oude opnamen van bedreigde en uitgestorven talen veilig te stellen.

De Graaf haalde een paar jaar geleden de landelijke media met de ontdekking van een groep afstammelingen van doopsgezinden die nog een soort Nederduits spraken dat nog het meest leek op het Gronings. De Graaf kreeg de erepenning van de Fryske Akademy voor zijn wetenschappelijke verdiensten.

LEEWARDER COURANT

26 januari 2013, pag. 34

# Erepenning voor 75-jarige talenkenner

MARIA DEL GROSSO

**LEEWARDEN** - Met een jubileum-symposium startte de Fryske Akademy vrijdag de festiviteiten rond het 75-jarig bestaan.

De bijna 75-jarige Tjeerd de Graaf werd tot zijn verrassing onderscheiden met de erepenning van de Akademy.

**U werkt nog steeds voor de Akademy terwijl u zondag 75 jaar wordt?**

De Graaf hoopt zelfs het honderdjarig bestaan van de Akademy nog mee te maken. Hij is nog steeds actief als onderzoeker vooral voor **Mercator**, het meertalencentrum dat onder de Fryske Akademy valt. In 2003 ging hij officieel met pensioen, maar „dêr hie ik hielendal gjin nocht oan. Ik gean troch. It reizgjen giet my noch goed ôf. Ferline jier wie ik noch yn Nij Seelân. Ofrûne moanne kaam der noch in boek fan my út.”

Akademiedirekteur Reinier Salverda

merkte op dat waar je in de wereld ook bent er altijd iemand is die Tjeerd de Graaf kent.

„Dat is wat oerdreaun, mar ik ha yn hiel wat lannen west.” Het begon in 1988 met een taalproject in Japan, maar ook in de verste uiteinden van Rusland deed De Graaf taalonderzoek. Zijn werk bestaat vooral uit het vastleggen van bedreigde talen op geluidsdragers. Vroeger cassettebanden, later cd's, nu digitaal. Daarbij kwam hij bij heel primitieve volken terecht.



*'As talen ferlern geane is dat ek in grut ferlies foar de wrâld'*

**Maar u heeft een natuurkundige achtergrond?**

De Graaf promoveerde in 1969 inderdaad op fysica, maar studeerde er toen ook al Russisch bij. Hij studeerde later door in Slavische talen. Zijn natuurkundige achtergrond kwam hem bij zijn veldwerk juist goed van pas. De technieken uit de studie kon hij gebruiken bij het vastleggen van de taalgeluiden. „Mei fysika bestudearrest op tige lytse skaal, wylst ik doe al seach dat der yn de wrâld in protte problemen troch kommunikaasje komme. Dêrom bin ik feroare.”

**Hoeveel talen beheerst u uiteindelijk?**

„Op myn libbensrin stean der njoggen, mar dêrneist behearskje ik ek noch wat talen passyf. As talen ferlern geane, is dat ek in grut ferlies foar de wrâld. Sa sjoch ik dat.” De Graaf hoopt dat jongeren zich aangetrokken blijven voelen tot linguïstische studies. Hij maakt zich daar wel zorgen over omdat de studie duur is en er weinig werk is.



Tjeerd de Graaf werd na zijn eigen lezing totaal verrast met de erepenning van de Fryske Akademy. FOTO: HILGE NOORDEN/JACOB VAN ESEN



Nieuwsblad van Noordoost Friesland, 01 maart 2013,

# Meartaligens jonge bern stypjen bliuwe

**DOKKUM ■** Foarljochting, digitalisearring en social media binne de stekwurden om meartaligens yn Fryslân oer it fuotljocht te bringen. Dat beslút is nommen troch in rige organisaasjes: Sintrum Frysktalige Berneopfang (SFBO), Afûk, Partoer, Bibliotheek Service Fryslân (BSF), de ROC's Friese Poort en Friesland College, GGD Fryslân, Fryske Akademy/Mercator en Cedin/Taalsintrum Frysk. Dizze organisaasjes binne fertsjintwurdige yn de Koördinaasje en Advysgroep Foarskoalsk (KAG). De KAG advisearret de provinsje oer it stimulearjen fan meartalichheid by bern fan 0-4 jier. Ek ûntwikkelet en koördinearret de KAG útfieringsaktiviteiten op it mêd fan meartalichheid en bern. Meartalichheid is goed foar de kognitive en emosjonele ûntwikkeling fan bern. Yn Fryslân wurde Frysk, Nederlânsk en streektalen neist

elkoar brûkt. Dat makket dat yn Fryslân de omstannichheden ideaal binne om bern in meartalige opfieding te jaan. „De provinsje is in natuerlik laboratorium”, seit de KAG.

De organisaasjes dy't by de KAG Foarskoalsk oansletten binne, hawwe in soad dien oan it meitsjen en fersprieden fan foarljochtingsmateriaal en Frysktalich materiaal dat brûkt wurde kin yn bernsintra. It giet bygelyks om Tomke, it Taaltaske, de folder en DVD 'Talen kleuren je leven', it Heit & Memtiidskrift en de Sânglêsrige. Oant 2015 bliuwt de KAG hjirop ynsetten. Fierdere digitalisearring en brûken fan social media is dêrby fan belang. Ek sil sjoen wurde hoe't konsultaasjeburo's, logopedisten en bibloteken better ynset wurde kinne foar foarljochting. De oplieding fan pedagogysk meiwurkers op MBÚ is ek in punt fan oandacht.



Krant gemist | Adverteren | Tip de redactie

# Jouster Courant

 zoeken[Aanbiedingen](#) [Bedrijvengids](#)[Nieuws](#) [Agenda](#) [Lakenieuws](#) [112 Nieuws](#) [Sport](#) [Gemeente](#) [Fotonieuws](#) [Columns](#) [Game & Co](#)**03:00** P1 Woningbrand ESDOORNSTRAAT 2 LEEUWARDEN 026131  
Brandweer - Leeuwarden - Esdoornstraat 2, Leeuwardenaangeboden door **alarmfase1**

De fotoactie vindt plaats in het kader van de Fryske Foarljochting, die van 4 tot en met 8 juni wordt gehouden.

## 'Meartaligens jonge bern stypjen bliuwe'

deel dit artikel via



tags

[Atûk](#)  
[Bibliotheek Service Fryslân](#)  
[Cedin/Taalsintrum Frysk](#)  
[Fryske Akademy/Mercator](#)  
[GGD Fryslân](#)  
[Koördinaasje en](#)  
[meartaligens](#) [Partoer](#)  
[ROC Fryske Poort](#)  
[ROC Friesland College](#)  
[Sintrum Frysktalige Berne-](#)**REGIO – Foarljochting, digitalisearring en social media: dat binne de stekwurden om meartaligens yn Fryslân de kommende tiid oer it fuotljocht te bringen.**

Dat beslút hat in ne kommen dy't bestiet út minsken fan organisaasjes dy't wurkje yn de praktyk: Sintrum Frysktalige Berne-opfang (SFBO), Atûk, Partoer, Bibliotheek Service Fryslân (BSF), de ROC's Fryske Poort en Friesland College, GGD Fryslân, Fryske Akademy/Mercator, Cedin/Taalsintrum Frysk.

Boppeneamde organisaasjes binne fertsjintwurdige yn de Koördinaasje en Advysgroep Foarskoalsk (KAG) Dizze KAG advisearret de provinsje Fryslân oer it stimulearjen fan meartalichheid by bern yn de leeftiid fan 0-4 jier. Dêrneist ûntwikkelet en koördinearret de KAG útfieringsaktiviteiten op it mêd fan meartalichheid en jonge bern.

Meartalichheid is goed foar de kognitive en emosjonele ûntwikkeling fan jonge bern.

Yn de provinsje Fryslân wurde Frysk, Nederlânsk en streektaien neist elkoar brûkt. Dat makket dat yn Fryslân de omstannichheden ideaal binne om bern in meartalige opfeding te jaan. „De provinsje is in natuerlik laboratorium“, seit de KAG.

De organisaasjes dy't by de KAG Foarskoalsk oansletten binne, hawwe de ôfrûne perioade in soad dien oan it meitsjen en fersprieden fan foarljochtingsmateriaal en Frysktalich materiaal dat brûkt wurde kin yn bernesintrum. It giet bygelyks om Torkie, it Taaitaske, de folder en DVD 'Talen Kleuren je leven', it Heit &amp; Mem-tidskrift en de Sânglêst-rige.

Oant it jier 2015 bliuwt de KAG ynsetten op foarljochting, it ûntwikkeljen en fersprieden fan materiaal en de trochgeande learline. Fierdere digitalisearring en brûken fan social media is dêrby fan belang. Dêrneist sil sjoen wurde hoe't konsultaasjeburo's, logopedisten en biblioteken better ynset wurde kinne foar foarljochting oer meartalige ûntwikkeling by jonge bern. De opfeding fan pedagogysk meiwurkers op MBÚ-nivo bliuwt ek in punt fan oandacht.

De KAG sil ek sjen wat der nedich is om nei 2015 meartaligens te stimulearjen by jonge bern. En hoe't it wurk boarge wurde kin dat oant dy tiid dien is.

Artikel geplaatst door Hans Veenstra op 28-02-13 09:15:

deel dit artikel via

tags

print artikel 

## Actueel nieuws

Danique Engelage wint halve finale voorleeswedstrijd...  
Inloopavond over brede school Joure  
Ontwikkelingsmaatschappij Bedrijvenparken A7 Heerenveen...  
PlayStation 4: games en specificaties | Game &...  
Osinga wil naamgenoten vereeuwen in boek  
Dammers de Jouwer mei de hakken oer de feart  
Glemmer Beach Festival barst 22 augustus los  
Wie wint de JousterCourant.nl Winkelaward 2013? En...

**Blijf overal op de hoogte**  
Volg Jouster Courant via:

## KIES JOUW FAVORIETE WINKEL EN MAAK KANS OP EEN IPAD!

**AWARD**  
★★★★  
JousterCourant.nl  
2012

Advertentie



advertentie

Advertentie

**Alles in één pakket KPN**  
Nu voor € 35,- + 2mnd gratis plus pakket.  
Profiel 3 maanden lang!

**Sauna Arrangementen**  
Spa Zilver, Zwavelvrije, Thermie 2000 en meer! Bied mee via €1 op VakantieVeilingen.

**€ 100,- speelgeld kado**  
Speel Sizzing met Oris de grote win kans, zelf ook €!





FrieschDagblad

Zaterdag 2 maart 2013

Actueel F 31

# Nog dit jaar groot onderzoek naar taal

• Fryske Akademy doet 'survey' in opdracht van provincie

Erlik Bettien

derzoek zal het niet alleen gaan over de mate waarin Friezen de Friese taal spreken, verstaan, lezen en schrijven, maar vooral ook over hun taalhouding en -gedrag. Dat zei Tsjerk Bottema van de provincie gistermiddag op de conferentie Taalryk Europa, in it Aljemint in Leeuwarden.

Op dit moment loopt het overleg nog tussen de provincie als opdrachtgever en de Akademy als uitvoerder. Daarbij gaat het onder meer om de samenwerking van de vragenlijst. Bij voorkeur wordt zo veel mogelijk van de eerdere onderzoeken herhaald, zodat er conclusies te trekken zijn over de ontwikkelingen in het gebruik van de Friese taal door de tijd

heen. Maar in sommige opzichten zijn nieuwe vragen nodig. „Sa hiepen wy yn 1994 fansels noch gjin fragen oer de sosjale media.“

Volgens Bottema is er grote behoefte aan recente gegevens over de manier waarop de Friese taal wordt overgedragen, en wat de houdingen opzichte van die taal is. Alleen als dat goed in beeld is gebracht, is gericht taalbeleid mogelijk.

## Culturele Hoofdstad



In het bidbook van Leeuwarden en de provincie Fryslân om Culturele Hoofdstad 2018 te worden, is ook sprake van een taalonderzoek. Dit Landscape of Languages-onderzoek,

voorgesteld door de Rijksuniversiteit Groningen, heeft het Akademy-onderzoek niet te bijten, stelt Bottema. „At wy Kulturele Haadstêd wurde en dat ûndersyk komt der, dan sil dat basearre wurde moatte op Taal yn Fryslân.“

Op de conferentie van gisteren werd ook de Nederlandse versie van het vergelijkende onderzoek Language Rich Europe (Taalryk Europa) gepresenteerd. Fryslân was het laatste station voor dit omvangrijke project. Volgende week worden de uitkomsten in Brussel aan de Europese Unie voorgelegd. Uit deze vergelijking komt onder meer naar voren dat Nederland tot de slechtst presterende

landen in Europa behoort als het om taalonderzoek gaat. Er is wel taalbeleid, maar er wordt op geen enkele wijze geïnventariseerd welke talen men daadwerkelijk gebruikt. Fryslân is binnen Nederland een duidelijke uitzondering.

Een andere opmerkelijke uitkomst is dat Oost-Europese landen veel meer ruimte bieden voor regionale of minderheidstalen. In Roemenië en Polen wordt in vijftien van zulke talen lesgegeven op scholen. In Bosnië-Herzegovina zijn dat er zelfs zeventien. Ook hier steekt Nederland schamel bij de rest af met alleen Fries binnen Fryslân als taal naast het Nederlands.

[Startside](#)
[Wrâldnijs](#)
[Nederlânsk nijs](#)
[Frysk nijs](#)
[Taal](#)
[Kollums](#)
[Oer ús](#)

[Agemien](#)
[Ekonomy](#)
[Fertvedzasje](#)
[It gefoar](#)
[Kollums](#)
[Kultuer](#)
[Literatuer / poëzy](#)
[Natoer](#)
[Pultra](#)
[Sport](#)
[Technology](#)

[Undersiet](#)

### Symposium 'Taalryk Europa'

WOANSDAG 28 FEBRUWARY 2013

"Yn Fryske bedriuwen wurdt it Frysk benammen ynfarmeel brûkt en spilet skreaun Frysk út noch yn gjin rol." Dat is bygelyks ien fan de befinings fan de stúdzje 'Taalryk Europa – Trends yn befoerd en praktyk foar meartaligens yn Europa'. Yn dat ûndersyk is ûnder oaren it Frysk besjoen út nasjonaal en ynternasjonaal perspektyf wei. It Mercator Kennissintrum fan de Fryske Akademy en de British Council organisearje oer de resultaten tegearre it symposium 'Taalryk Europa – befoerd en praktyk yn Fryslân, Nederlân en Europa' op 1 maart 2013 by de Fryske Akademy yn Ljouwert.

It Language Rich Europe projekt hat yn sparbeidzjen mei regionale partners (ûnder oaren de Fryske Akademy), taal en taalbefoerd ûndersocht yn mear as tweintich lannen en regio's. Dêrby is net allinnich spjocht nei ûnderwiis, mar ek nei oare domeinen, lykas media, bedriuwswrâlden en publike tsjinstferliening. Ut it ûndersyk docht bliken dat meartaligens yn Nederlân noch fierder ûntwikkele wurde kin: de oerheid leit de klam op it Nederlânsk, yn it ûnderwiis wurdt in beheind spektum fan fjierde talen oanbean en ymigranten talen komme net oan bod. Dêrby is de posysje fan it Frysk better ferankere en it Frysk makket fêst ûnderdiel út fan it ûnderwiis, mar al nei't de learling âlder wurdt, is der minder omtinken foar de taal. Yn oare domeinen bestiet ek befoerd dat spesifk op de Fryske taal rjochte is. It Frysk liket dus as foarbyld tsjinge te kinnen foar oare talen, mar is dat wol sa? Op hokker mûd kin noch folle mear wûn wurde foar it Frysk? En yn wafoar sin kin it (befoerd oangeande it) Frysk as foarbyld tsjinge op nasjonaal en taalsk ek ynternasjonaal nivo?



Dêroer sil diskusjeane wurde op it symposium yn Ljouwert, mei it doel om oantrekke medasjes te formulearjen dy't ûnderdiel útmakke sille fan it Language Rich Europe projekt. Fierders sinne der iedings fan prof. dr. Guus Edra, emearitus hoesleazear Taal en Minderheden (Universiteit Tilburg), prof. dr. Reinier Salverda, direkteur-bestjoerder Fryske Akademy en drs. Tsjerk Bottema, senior befoerdmeiwurker taal en media (Provinsje Fryslân). De ôfslutende presintasje fan alle útkomsten sil op 5 maart holden wurde yn Brussel.

Mear ynformaasje is te finen op [de webside fan Mercator ûnder 'Eveneminten'](#).

Spoch [hji](#) [foar it taalryk rapport](#) mei de wichtichste konklusjes op de siden 8 – 12 en de befinings foar Nederlân en de oare lannen.

### Jorge Zorreguieta

DIENST 13 FEBRUWARY 2013



De skoanheit fan ús oantkommende kening Willem Alexander leit wer nis op it harsp! De lantke dat liden harsenskrabje dêrder hoe't it no eins sil mei Jorge: hâhy no skuld oan al dy deaden, doe't er [...]

» [Lês fierder](#) | [1 reaksje](#)

### Grutter is dus djoerder!

DIENST 25 FEBRUWARY 2013




De oantslach fan de gemeentlike befoerdings fan Súdwest Fryslân waard hjoed wer yn de bus freun. Doe't wy yn Twellegea as Wymbrizers opslokt waarden troch grut-Snits gie ús befoerd mei 16% omthear. Gemeentlike skatfergrutting moast [...]

» [Lês fierder](#) | [1 reaksje](#)

### Fuort mei de bile!

TONKERSDE 21 FEBRUWARY 2013



By besunigings kin men oeral kkefolle foartsje, de tsjitskaal-metode. Dan rint alles teben yn kwaliteit en der is wolke sijn dat wy ús dan better op'e wjer goede dingen konsintreare kinne.

En no hawwe wy dan [...]

» [Lês fierder](#) | [4 reaksjes](#)

### Sven – mear as sljochtwei hinne en wer

INDAG 18 FEBRUWARY 2013



As soan fan syn heit en moer is it is him mei de brjelleppel ygjûn. It mei ús net feruwerje, dat hy no al seis kear op it wrâldis hearsket. En mear, dy't it witte kinne, [...]

» [Lês fierder](#) | [2 reaksjes](#)

### Wjerwurd oan Plasterk

DIENST 19 FEBRUWARY 2013



In wjerwurd foar minister Plasterk as er op it Provinsjehûs komt! Wat alle wy sijn hie mearke Plasterk as er op de





**It Nijs**  
Wêstbist nijs yn it Frysk

Startside Wrâldnijs Nederlânsk nijs Frysk nijs Taal Opiny

### Etnokulturele diminsje yn it ûnderwiis

DIEN 5 OKTOBER 2013

Fan 23 oant 25 oktober organisearret Mercator (ûnderdiel fan 'e Fryske Akademy) yn gearwurking mei de regearing fan Baskelân in kongres mei as tema "The ethnocultural dimensions in education".

Der sit in ferskaat oan sprekkers út meastalige regio's fan Europa komme. Sy stille presintaasjes jaan oer hoe't de rol fan kultuer (sjongen, dûnsjen, sport, ien, drinken, ensafuorthinne) yn it ûnderwiis yn harren regio foarmjûn is. It kongres sil safolle mooglik in praktyske ynslach hawwe.

De woansdeis en tongersdeis fynt it plak yn kongressintrum It Aljemint (Doelstrjitte 8, Ljouwert) en de freedse yn Keflik en Oranjewâld.

Eltsenien is fan herten wolkom om oan it kongres diel te nimmen. De dielname kostet 100 euro (ynklusyf twa reserpsjes, twa diners en in workshop).

It foarriedige programma en it opletformulier binne te finen op 'e [webste fan Mercator](#).

Foar fragen kin kontakt opnommen wurde mei Truus de Vries ([tdvries@fryske-akademy.nl](mailto:tdvries@fryske-akademy.nl)).

Diel dit:  Email  Twitter  Facebook  LinkedIn  Google  Pinterest

**Ek sjen:**

- [Frysk ûnderwiis gâns better](#) LIDBERT – De basisskollen yn Fryslân binne gâns foarbettere. Yn...
- [Symposium en boek oer twatalich ûnderwiis](#) 'Lange kahn, koarte sprong' is de titel fan it boek...
- [Foegen ûnderwiis en Frysk](#) Advyz kommisje Hoelste: oan regear: Foegen ûnderwiis en Frysk taal...
- [Trijetich ûnderwiis](#) Der binne sân tyflich trijetich basisskollen yn Fryslân. Op dy...
- [Meartalich twatalich ûnderwiis yn Fryslân](#) Ien fan de ynfieders op de skiedpedal foar fiedingseanden yn...

**wat wurd it?**  
Typ hjir in Frysk wurd:  
Of hier in het Nederlands:

**wat wurd it hjoed?**  
halje-trawalle  
plotseling, hals over kop,  
overhaast

KOPJIEREN

**Lêste reaksjes**

**Echte Friezen (1)**

1 del lyn troch wirbel  
Moar sein Jaap! Yn Fryslân moat mear Frysk brûkt wurde, wol de taal oerlibje. En sat it mei alles...

## 20130811\_Dolomiten\_Baskekongres

# Ladinische Schule vorgestellt

## KONGRESS: Bei internationalem Kongress dabei

BOZEN. Ende Oktober fand in Leeuwarden/Ljouwert in den Niederlanden das internationale Europäische Experten-Seminar über die ethnokulturellen Aspekte im Schulsystem statt. Im Fokus stand dabei die Rolle der Minderheitensprachen in multimedialen literarischen, musikalischen und künstlerischen Tätigkeiten. Vertreten war dabei auch Susy Rottonara vom ladinischen Bildungsressort, die einen Vortrag auf Englisch zu den Hauptmerkmalen des ladinischen Schulsystems hielt und einige Projekte für alle Schulstufen vorgestellt hat, mit Fokus auf die Förderung der ladinischen Sprache und Kultur durch die Wiederbelebung alter ladinischer Sagen und Mythen mit modernen multimedialen Kommunikationsmitteln.

© Alle Rechte vorbehalten

## Atualité

8 novimber 2013 La USC Di Ladins Baskekongres

## I ladins a nivel d'Europa

**Convègn Europeich ti Paisc Basc: esperé à baié dles dimenjiuns etnoculturales t'educaziun. Susy Rottonara dl Departimènt provincial d'educaziun à presenté la cultura ladina y i miç ladins**

**Mendranzes** - Dai 23 ai 26 d'otober el gnù tigni a Leeuwarden/Ljouwert ti Paisc Basc (Frisia) le Convègn Internazional Europeich d'esperé metù a jì dala Fryske Akademy – Mercator European Research Centre on Multilingualism and Language Learning adòm cun le Departimènt d'Educaziun y dla Cultura dl Ministèr dl'Università y dla inrescida di Paisc Basc (Gobierno Vasco). Te chësta ocasiun à esperé invià ite da dōta Europa presenté la situaziun partìculara di lingac de mendranza tl sistem educatìf de so teritōre, cun n focus sōn les dimenjiuns etnoculturales t'educaziun en referimènt al rode dl lingaz dantadōt ties ativitès artistiches y musicales.

## I miç antics aldedaincō

Por le Departimènt d'Educaziun Ladin à Susy Rottonara tigni n referat por inglesc portan dant inçe i proiec y le material didatich multimedial por dūc i livi scolastics realisà ti ultims agn en referimènt ala valorisaziun dl lingaz y dla cultura ladins tres les liēndes ladines, jon ite plū sōt sōn le rode dla trasmisciun de miç antics tres mesums de comunicaziun moderns. Sōn invit dl comitè organisatìf àra spo ciāntè sūa musiga fora dal Poem Musical Fanes, por ti lascè inçe aldi dal vi le sonn dl lingaz ladin. Les sesciuns cun les presentaziuns é jūdes inant cun mēses torones de discusiun finala por trà adōm i fis di contignūs portà dant dai esperé y inçe cun workshops – laboratori – de plū sorts, cun la partezipaziun de plū dozēnc universitars y

personalitès tl ciamp dl stūde di lingac da dōta Europa.

## Studié y confronté l'educaziun te plū lingac

Chësc ann à la Fryske Akademy, che se dà jō dantadōt cun la sconanza dl lingaz dla Frisia tl sistem educatìf inçe tres la produziun de material didatich, podū festejé le 75. aniversar da sūa fondaziun, sciōche inçe la nominaziun dla cité de Leeuwarden/Ljouwert a Capitala Europeica dla Cultura 2018.

I zēntri de inrescida Mercator - partis sō te trēi seziuns "Mercator Research Centre", "Mercator Media" y "Mercator Legislation" - é adōm cun l'Ofize Europeich por i lingac de mendranza (EBLUL) cun sēnta a Dublin tl'Irlanda les istituziuns prinzipales a nivel europeich por ci

che reverda les ativitès sōn la sconanza y la proteziun di lingac regional y de mendranza t'Europa y à sciōche obietif prinzipal chël da cōie adōm, scrì sō y dē fora material – dantadōt dossiers regional informatifs - sōn i sistem educatìfs ti lingac de mendranza t'Europa. Porater laora le Mercator Centre adōm cun l'Università di Paisc Basc a n proiet de inrescida plurienal sōl'educaziun plurilinguistica, n stūde comparatìf dantèr la Provinzia Autonoma dla Frisia y le Govern Basch. I prōms resultac de chësc laūr é gnūs portà dant tratan le convègn y à portè a lōm le gran sforz dl vers dla promozziun y dl sostēgn de ativitès ti lingac de mendranza. Le convègn é gnù tigni te dōes sēntes: i prōms dis tla sēnta prinzipala dla Fryske Akademy a Leeuwarden y i atri dis a Oranjewoud/Katlijk, da olache al é inçe gnù organisé na vijita al Museum d'ert moderna Belvedere. Al n'ā nia mancè momēnc de aorela cōrta, cun le bēgnodū ofizial da pert dles autoritès locales tla Ciasa de Comun de Leeuwarden y la cēna tl Stadhoudershof, le hotel plū antich y important dla cité, denant de proprieté la familia reala olandeja.

Tres la partezipaziun ladina al convègn el gnù fat conēsce aspēc importanc dl sistem educatìf y dla cultura ladins, tres chi che al n'é nia ma gnù descedè interès por la realtè culturala dla mendranza ladina, mo cun chi che al é inçe gnù metù na basa importanta por portè inant na colaboraziun y n confrunt d'esperienzes cun d'atres realtès culturales dl'Europa.



**Susy Rottonara porta dant ti Paisc Basc so referat tematich sōla trasmisciun di miç antics te formes d'aldedaincō.**



## INTERVIEW

**Cor van der Meer talks about multilingualism, endangered languages and social cohesion**

**"Every language reflects a unique world-view with its own value systems, philosophy and particular cultural features."**

Cor van der Meer is researcher at the Fryske Akademy (Frisian Academy) in the Netherlands and Head of the Mercator European Research Centre on Multilingualism and Language Learning. The work of the Fryske Akademy and the Mercator European Research Centre on Multilingualism and Language Learning is devoted to the study of minority languages in Europe. Frisian is spoken in the province of Friesland and in a few border villages in the neighbouring province of Groningen. The provincial government and several municipalities have started a language policy that gives Frisian equal rights to Dutch.



Cor van der Meer was in Athens last June. He was a plenary speaker at the 1st Hellenic Conference on Early Language Learning organised by the English Department of the University of Athens. ELT NEWS had the chance to talk to him.

Language is an essential means of transmitting cultural identity and educating future generations about indigenous knowledge and traditions. Yet, a global history of colonialism, racism, and discrimination has led to the extinction of approximately 600 languages in the last century. How many of the world's languages are at risk of disappearing in the next 100 years?

"Today the top 20 languages in the world with each more than 50 million speakers are spoken by more than 50 % of the world population."

(See: [http://en.wikipedia.org/wiki/Endangered\\_language](http://en.wikipedia.org/wiki/Endangered_language))

One could very well argue that the rest of the languages are in endangerment. It is estimated that today there are still approximately 7000 languages, so a lot of them would then be in real danger. Personally I don't think that it will go that fast. As long as parents speak their own mother tongue to their children as we still see today, then a language can survive for many generations and many more years. Besides, we also have the technical revolution and the internet. At first we all believed that the internet was a danger for all languages except English. And indeed, in the beginning more than 90 % of the content on internet was written in English, but only a few decades later this number has decreased to less than 40 %. I believe the internet together with technological developments create new opportunities for the language communities and the sustainability of languages."

The Council of Europe's language education policies aim to promote plurilingualism, linguistic diversity, mutual understanding, democratic citizenship and social cohesion. Is this

a utopia taking into account the global role of English today?

"It is certainly not a utopia. The work of the Council of Europe is very important! Every language reflects a unique world-view with its own value systems, philosophy and particular cultural features. This needs to be preserved. The cultural diversity is as important to humans as the biological diversity is for the earth. The extinction of a language results in the irrecoverable loss of unique cultural knowledge embodied in it for centuries, including historical, spiritual and ecological knowledge that may be essential for the survival of not only its speakers, but also countless others."

For speaker communities, languages are the crests and the vectors of tradition. They support cultural identity and are an essential part of a community's heritage. I very much like the Evenki poem, written by Allet Nemtushkin, summarizing the feelings and the apprehension of speakers of endangered languages:

If I forget my native speech  
And the songs that my people sing  
What use are my eyes and ears?  
What use is my mouth?  
If I forget the smell of the earth  
And do not serve it well  
What use are my hands?  
Why am I living in the world?  
How can I believe the foolish idea  
That my language is weak and poor  
If my mother's last words  
Were in Evenki?

(See <http://www.unesco.org/new/en/culture/themes/endangered-languages/faq-on-endangered-languages/>)

Who wants to learn a lesser used language apart from linguists and researchers when more commonly spoken languages dominate the less commonly spoken ones?

"The answer lies in the text of the previous question: people who are interested in the 'unique cultural knowledge' of the community or who want to keep their community's identity through the preservation of their own language. Furthermore in Friesland we have the experience that many 'root seekers' are interested in the cultural heritage of their family. Their family emigrated many years ago from Friesland and they are curious to know about the culture. Often they will use digital online language courses to learn the language of their ancestors."

Is it feasible, in the long term, to preserve 'minority' languages such as Catalan in Spain, Frisian in the Netherlands, Welsh in Wales etc if young people learn and use the 'national' language inside and outside their country?

"First of all it must be said that there are huge differences between so called minority languages, especially in the number of speakers. There are more than 7 million Catalan speakers - many more than a lot of European 'national languages' (e.g. Danish with around 4 million speakers). This explains why most Catalan people do not like the Catalan language to be called a minority language."

I'm also sure that it will not be feasible to preserve every language, in some cases the language will die despite all efforts. When this happens we need to record and document the language the best we can and let it go.

It is of crucial importance that parents speak their own mother tongue to their children. Also important to keep a language from disappearing is to create favourable conditions for its speakers to speak the language and teach it to their children. This often requires national policies that recognize and protect minority languages, education systems that promote mother-tongue instruction, and creative collaboration between community members and linguists to develop a writing system and introduce formal instruction in the language. Since the most crucial factor is the attitude of the speaker community toward its own language, it is essential to create a social and political environment that encourages multilingualism and respect for minority languages so that speaking such a language is an asset rather than a liability. Some languages now have so few speakers that they cannot be maintained, but linguists can, if the community so wishes, record as much of the language as possible so that it does not disappear without a trace."

As I have shown during my presentation in Greece, in Frisian (Friesland, a province of the Netherlands) we started to work with bi-lingual education. There is an increasing network of bi-lingual primary schools, teaching in Dutch (the national language), in Frisian (the regional (minority) language) and in English (the 'global language'). Through research we are monitoring the network and its progress. The results are good. One of the most significant and perhaps remarkable outcomes is that the extra emphasis and input for the regional language does not have an influence on the language skills and command of the national language!"

When does a language die? Are Latin and Ancient Greek dead or extinct languages?

"As long as a language is being used, it is not dead. A language disappears when its speakers disappear or when they shift to speaking another language - most often, a larger language used by a more powerful group. Languages are threatened by external forces such as military, economic, religious, cultural or educational subjugation, or by internal forces such as a lack of institutional support, available media and/or community's negative attitude towards its own language. Today, increased migration and rapid urbanization often bring along the loss of traditional ways of life and a strong pressure to speak a dominant language that is - or is perceived to be - necessary for full civic participation and economic advancement."

(See: <http://www.unesco.org/new/en/culture/themes/endangered-languages/faq-on-endangered-languages/>)



Can modern technology help indigenous communities preserve their endangered languages?

"Oh yes, with the use of Social Media new opportunities for lesser used languages are created. The larger the internet community grows the bigger the cultural diversity amongst the users will be. Also people immigrating to other parts in the world can stay connected to their own culture only by using tools like skype, twitter and facebook to name just a few. The whole concept of language community needs to be redefined and might change for instance to virtual community. Tools such as dictionaries to assist users of social media in using the lesser used language are being developed rapidly. In the beginning many people believed that the internet would be a threat for lesser used languages and indeed more than 90 % of the content on the internet in those days was in English. But today we see a huge increase in the amount of languages available and a decreased influence of the English language, which at the moment is around 40%."

### About The Mercator European Research Centre

The Mercator European Research Centre on Multilingualism and Language Learning (formerly Mercator Education) is part of a network of five research and documentation centres specialising in regional and minority languages within the European Union. The Mercator Network (named after Gerardus Mercator) was founded in 1987, as a direct result of the Kuitjers Resolution on the protection of the languages and cultures of regional minorities within the European Union. This resolution pointed out that EC Member State Governments and the European Commission should take positive action to recognize regional and minority languages.

The earliest European political involvement with lesser used languages dates back to October 1981, when the European Parliament adopted the Arle Resolution. This enabled the European Commission to develop a programme of activities in order to improve the position of the lesser used languages. The Arle Resolution has led to the establishment of the European Bureau for Lesser Used Languages in 1982 (EBLUL). The EBLUL is based in Dublin, Ireland and works closely together with the three Mercator centres (Mercator Research Centre, Mercator Media, Mercator Legislation) on the protection and promotion of regional and minority languages.

Since the foundation of Mercator Education, an extensive and extremely valuable network of experts and organisations in the field of minority languages and education has been established. Through this widespread network, which now also includes expertise from the newest member states, it has become possible for different language communities to exchange experiences and cooperate on a European level.



### About Gerardus Mercator

Gerardus Mercator (1512-1594), whose original name was Gerhard Kremor, is often referred to as the grandfather of modern map making. Regarding his importance for the history of cartography, he is compared to Ptolemy, the ancient scholar from Alexandria in Egypt. Mercator was born in Rupelmonde in Flanders and had studied geography, cartography and mathematics at the University of Leuven (Louvain) in Belgium. He is best known for a new mapping technique that bears his name, the Mercator projection. The quality of his maps made them a copy source for generations of mapmakers. He published his first map in 1537 at the age of 25 - a map of Palestine. From 1537 to 1540 Gerardus Mercator surveyed and mapped Flanders. In 1538 he made and published his first world map. It was based on the Ptolemy map. The maps by Ptolemy had been completely lost in Europe during the dark Middle Ages. Thanks to Arab scholars, some of the Ptolemy maps were saved and came back to Europe during the Renaissance period.

In 1552 Gerardus Mercator moved to Duisburg to evade religious persecution. In 1554 he produced a map of six panels of Europe. In 1568 Mercator used a new way of displaying a map with 90 degree parallel lines for the latitudes and meridians. This new technique was actually not invented by Mercator. But he was the first cartographer to apply it. Mercator's main work, a three volume world atlas, was published in several editions from 1585 on and beyond his death in 1594.

Anastasia Spyropoulou  
([anastasia@eltnews.gr](mailto:anastasia@eltnews.gr))

[Home](#)
[News](#)
[News Archive](#)
[2013](#)
[October](#)

[Study with Us](#)
[International](#)
[Research](#)
[Business](#)
[News](#)
[About](#)
[Alumni](#)



[News](#)

[Communications and Public Affairs](#)  
[Important Information](#)  
[Aber News](#)  
[News Archive](#)  
[Annual Review](#)  
[Weekly Bulletin](#)  
[Research News](#)  
[Departmental News](#)  
[Directory of Expertise](#)  
[Events](#)

[Home](#)
[News](#)
[News Archive](#)
[2013](#)
[October](#)

## Linguistic diversity workshop

17 October 2013

This week (Wednesday 16 – Friday 18 October), Aberystwyth University is hosting a specialist three day workshop on linguistic diversity.

The workshops form part of the LEARNMe project (Language and Education Addressed through Research and Networking, Mercator) and will look at theoretical frameworks that underpin current research into linguistic diversity, the implementation and practices in the field of education as well as how to target policy-makers as its most important stakeholder constituency.

All three workshops will conclude in the production of position papers which will in turn form the basis of a white paper which will be presented at the final conference in Budapest in September 2015.

Dr Elin Haf Gruffydd Jones is Director of the Mercator Institute, a research centre at the Department of Theatre, Film and Television Studies at Aberystwyth University.

She said, "Linguistic diversity has been repeatedly identified as a fundamental part of the cultural heritage of Europe. But there are several ways of defining and implementing this concept. All languages, including minoritised languages such as Welsh should be supported. These languages hold within them so much experience on how meaningful linguistic diversity can be achieved."

The Mercator Institute at Aberystwyth University hosts a number of projects including LEARNMe and specialises in minority languages, creative and literary translation, media, publishing and culture, with much of the activity based around European and world-wide networks.

LEARNMe is an EU funded project connecting multilingual communities across Europe and aims to identify and devise different strategic tools in order to support the processes of revisiting, reanalysing and redefining the conceptual formulation of the current linguistic arrangements.

As well as Aberystwyth University, representatives from the following institutions are attending the workshop: University of Stockholm; Hungarian Academy of Sciences; University of Namur, Belgium; University of Helsinki; University of the Basque Country Bilbao; University of Freiburg; Dublin City University, Ireland; Universitat de Barcelona; Fryske Akademy, Netherlands; CIEMEN Foundation, Barcelona; University of Amsterdam; University of Groningen.

au38613



### Contacts

Dr Elin Haf Gruffydd Jones  
Mercator  
Department of Theatre, Film and Television Studies  
01970 622533  
elin.h.g.jones@aber.ac.uk

Arthur Dafis  
Communications and Public Affairs  
01970 621783 / 07841 979 452  
ad@aber.ac.uk

### Links

Department of Theatre, Film and Television Studies



## APPENDIX V

*Invitation Language Rich Europe Symposium*

# LANGUAGE RICH EUROPE

TAALRIJK EUROPA – BELEID EN PRAKTIJK  
IN FRYSLAN, NEDERLAND EN EUROPA

Vrijdag 1 maart 2013 – Leeuwarden

Het Mercator Kenniscentrum/Fryske Akademy en de British Council nodigen u van harte uit voor het symposium *'Taalrijk Europa – beleid en praktijk in Fryslân, Nederland en Europa'* op 1 maart 2013 bij de Fryske Akademy te Leeuwarden.

Het Language Rich Europe project heeft taal en taalbeleid onderzocht in meer dan twintig landen en regio's. Daarbij is niet alleen gekeken naar het onderwijs, maar ook naar andere domeinen zoals media, het bedrijfsleven en publieke dienstverlening. Uit het onderzoek blijkt dat meertaligheid in Nederland nog verder ontwikkeld kan worden: de overheid legt de nadruk op het Nederlands, binnen het onderwijs wordt een beperkt spectrum van vreemde talen aangeboden en immigrantentalen komen niet aan bod. De positie van het Fries, daarentegen, is beter verankerd en het Fries maakt vast deel uit van het onderwijs; maar naarmate de leerling ouder wordt, is er minder aandacht voor de taal. Binnen andere domeinen is er ook beleid specifiek gericht op de Friese taal.

Het Fries lijkt dus als voorbeeld te kunnen dienen voor andere talen, maar klopt dat wel? Op welke terreinen kan nog veel gewonnen worden voor het Fries? En in welke zin kan het (beleid rondom het) Fries als voorbeeld dienen op nationaal en misschien zelfs internationaal niveau?

Hierover willen wij graag met u discussiëren op het symposium in Leeuwarden. Samen willen wij proberen aanbevelingen te formuleren die deel zullen uitmaken van de uitkomsten van het Language Rich Europe project.

## Programma

13.00	inloop/registratie
13.30	welkom door drs. Cor van der Meer, projectleider Mercator Kenniscentrum
13.35	prof. dr. Guus Extra, emeritus hoogleraar Taal en Minderheden, Universiteit Tilburg
14.20	prof. dr. Reinier Salverda, directeur-bestuurder Fryske Akademy
14.40	drs. Tsjerk Bottema, senior beleidsmedewerker taal en media Provinsje Fryslân
15.00	pauze
15.30	discussiegroepen
16.20	rapportage discussiegroepen en afsluiting
16.50	borrel
17.30	einde

De voertaal is Nederlands.

## LOCATIE

It Aljemint, Fryske Akademy, Doelstrjitte 8, 8911 DX, Leeuwarden.

Routebeschrijving: <http://lyt.sr/6v999>

## REGISTREREN

Deelname is gratis. Als u bij de bijeenkomst aanwezig wilt zijn, vragen wij u het aanmeldingsformulier in te vullen en het vóór 23 februrari 2013 te sturen naar Saskia Benedictus ([sbenedictus@fryske-akademy.nl](mailto:sbenedictus@fryske-akademy.nl)).

## ACHTERGROND

Deze bijeenkomst wordt georganiseerd in het kader van het Language Rich Europe project. Het Language Rich Europe is een uniek internationaal project waarbinnen het beleid en de praktijk op het gebied van meertaligheid in meer dan 20 Europese landen en regio's geanalyseerd is. De uitkomsten zijn vergeleken met de Europese aanbevelingen, met als resultaat de Language Rich Europe (LRE) publicatie. Deze publicatie zal gebruikt worden om met beleidsmakers en professionals binnen onderwijs, media, bedrijfsleven en overheid een dialoog aan te gaan over meertaligheid in de maatschappij.

Dit symposium is het derde in een reeks van 3 symposia die georganiseerd worden en als doel hebben om verder in te gaan op de resultaten van het LRE project voor Nederland en Fryslân. Daarbij zullen aanbevelingen opgesteld worden voor verbeteringen rond meertaligheid in Nederland en Fryslân. Ook zullen we kijken naar beleid en praktijk in andere landen: wat kunnen wij van hen leren?

[www.language-rich.eu](http://www.language-rich.eu)

Met steun van:



DG Onderwijs en Cultuur  
Programma "Een leven lang leren"