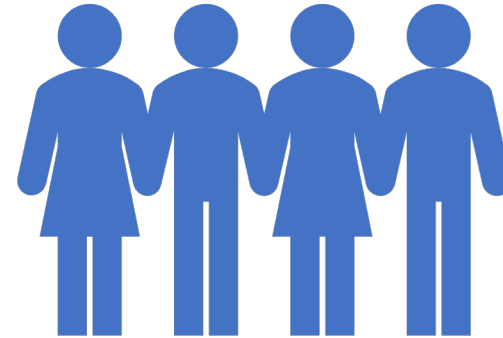


Recommendation R1 (2022)
of the Committee of
Ministers
on the importance of
plurilingual and intercultural
education for democratic
culture

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The rationale for focusing on plurilingual and intercultural education

- It addresses two specific developments of concern to the Council of Europe:
 - “... a tendency on the part of public authorities and civil society to think that proficiency in one additional language is enough as long as that language is English”
 - “... the populist notion that proficiency in minority or migrant languages, widespread in today’s increasingly diverse societies, is harmful to societal cohesion”

The rationale for the focus on democratic culture

Recommendation R (2022)¹ *on the importance of plurilingual and intercultural education **for democratic culture***

The two specific concerns relate to **one MAJOR concern:**

- **“the backsliding of democracy”** (2021, report of the Secretary General)

Exacerbated as a result of:

- the Covid pandemic
- the war in Ukraine

The structure of Council of Europe Recommendation to member States

- **Preamble**
 - Says why the recommendation is important
 - Points to precedents
- **Specific recommendations**
 - Brief, asks countries to implement the policies outlined in the Appendix
- **Appendix**
 - The core part
 - Recommends what public authorities and others should do
- **Explanatory memorandum (optional)**
 - Provides context
 - Argues and justifies the recommendations in the appendix
 - Provides examples, including CoE instruments and material

... extracts from the preamble

- *Recognising the cognitive, linguistic and societal benefits of learning a range of languages and the disadvantages for learners who have access to only one additional language;*
- *Recognising that plurilingual and intercultural competences contribute to equitable and inclusive education, educational success, participation in democratic culture and societal integration;*
- *Recognising that plurilingual and intercultural education also supports the educational and social inclusion of migrant and marginalised learners;*
- *Recognising that the digital environment provides an unprecedented means for people to express themselves using different languages and opens new opportunities to enhance language learning and to support and promote languages not taught in the curriculum, all of which underpins the culture of democracy that enables democratic institutions to function properly;*

Summary of the Recommendations

Recommends that the governments of member States:

- implement the measures
- encourage and facilitate support **across the education spectrum**
- encourage cooperation between **educational and cultural institutions, civil society and businesses**
- promote public debate
- translate and disseminate the Recommendation
- regularly review the implementation of the Recommendation (Steering Committee for Education - CDEDU)

... specific extracts from the Recommendations

Recommends that the governments of member States:

d) invite higher education institutions to review their policy and practices with a view to ensuring that their graduates are equipped with the linguistic and cultural resources needed to participate in the democratic processes of Europe's diverse societies;

e) encourage universities and other competent institutions and agencies to engage in research that contributes to international understanding of plurilingualism and intercultural dialogue at all educational levels and in all social domains;

Appendix

- Summarises the **purpose** of the Recommendation
- Explains its **scope**
- **Defines** key terms
- Sets out **the principles** that underpin plurilingual and intercultural education for democratic culture
- Elaborates **the measures** to be undertaken by those responsible for national, regional and institutional policy in all educational sectors, with important focus on initial and further education of teachers
- **Recognises that although full implementation of the Recommendation is the work of many years, much can be achieved by adjusting policy and practice at institutional and classroom level**
- Identifies partners with whom cooperation should be sought

... extract from the definitions

*“Plurilingual and intercultural education” is a holistic concept that has an impact on all areas of education policy and practice. Setting out to foster the development of **integrated linguistic repertoires** in which languages interrelate and interact, it takes explicit account of and seeks to bring into interaction with one another:*

- i. the languages and cultures that learners bring with them, including sign, minority and migrant languages and cultures;*
- ii. **the language/s of schooling, which vary in genre and terminology according to the different subjects taught and differ in significant ways from the language of informal everyday communication;***
- iii. regional, minority and other languages and cultures that are part of the curriculum;*
- iv. foreign languages (modern and classical);*
- v. other languages and cultures that are not present in school and not part of the official curriculum.*

... extract from the principles

Plurilingual and intercultural education

- *is essential to education for democratic culture*

In the related section of the Explanatory Memorandum:

*Education prepares the individual to be an active participant in democratic society by promoting his or her personal development, combining **social responsibility with growing self-awareness, self-confidence, independence of thought, and critical cultural and language awareness***

... extracts from the measures

Policy and practice

Those responsible for national, regional and institutional policy in all educational sectors should:

- *review existing policies with a view to strengthening plurilingual and intercultural education and supporting linguistic and cultural diversity;*
- *ensure that curriculum guidelines and curriculums provide pupils and students with the opportunity to develop, ideally in at least two languages in addition to the language/s of schooling, the competences needed to engage in authentic and progressively complex oral and written communication, and that every effort is made to provide certification of those competences;*
- *reflect on traditional linguistic hierarchies and seek to diversify the range of languages offered;*
- *encourage the adoption of inclusive whole-school/institution-wide approaches to linguistic and intercultural policy and practice*

... extracts from the measures

6. Cooperation

c. Professional bodies

Public authorities and other official actors should inform academic associations and teachers' and lecturers' unions and associations about this Recommendation and invite them to support its implementation.

Tusen takk!

Merci beaucoup!

Dank je wel!

Go raibh maith agat!

Paldies!

Vielen Dank!

Благодарам!

Muito obrigado!

Mersi!

Dziekuie!

D´akujem!

Спасибо!

Ačiū!

Thanks a lot!

**Շնորհակալութիւն
Լն!**

Kiitos!

Ευχαριστω!

Hvala!

Mille grazie!

¡Muchas gracias!

Faleminderit!

Tānan!

Grazzi!

Tak!

Děkuji!

