



# Best Practices in the Preservation of Minority Languages and Cultures



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*Best practices in the preservation of minority languages and cultures*

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## INTRODUCTION

The LangUp project's aim is to equip youth workers with key competences and practical skills in youth entrepreneurship and education in the regional language field. This way, the quality of youth work and the support of young citizens can be improved by creating new networks and exchanging so-called "best practices".

This report will give a detailed description of said best practices in each one of the partners' country or regions. These best practices entail descriptions of actions taken to promote a regional language, including the target group, core principles and suggestions for adaptations of the method. The methods are organised in different domains of major relevance for the LangUp project, namely language teaching and learning, language promotion, language documentation and dissemination. The best practices are then explained through a case study, in which the context, objectives, and participants of each case are explained, and supervision, duration, results and conclusions are described. These case studies can also work as suggestions for how to adapt these methods to other languages and regions. When available, the cases provide key reading materials and web links for the best practices.

General conclusions and recommendations can be found at the end of this document. These are based on the evaluation of the different best practices carried out by the partners at national level, covering the same focus areas that are central for the LangUp project and are broad enough with the aim of being applicable to different communities all over the world.

## EXAMPLES OF BEST PRACTICES AT NATIONAL LEVEL

### GREECE

#### LANGUAGE TEACHING AND LEARNING

##### KROKOSILEKTIS

- It means collector of Saffran.
- It is an anthology of Cretan literature, mainly poems, which was created in 1991 and from then on used as literature study book in one school. In 2013, the students digitised the book, added pictures to it, and made it available online as part of a school project.
- The work with the anthology in class is something additional to the obligatory official curriculum.
- Subjects it can be applied to:
  - Language and literature subjects.
  - Informatics (digitisation and visualisation of materials).
  - Music and art.

##### Suggestions

- Create a network among schools, so that more schools start using the same anthology in similar projects.

#### LANGUAGE DISSEMINATION AND PROMOTION

##### MANTINADES COMPETITIONS

##### Structure

- Local radio stations and community organisations give a particular Cretan word (in social media for instance) and people are asked to produce a Mantinada.

##### Aim

- Motivate people to use the dialect in their everyday lives.
- Motivation through competition and (monetary) awards.
- Open to everybody.

##### Suggestions

- This practice is also available in the Basque Country (known as *bertso*, a kind of slam poetry and/or song).
- It would be important to look at what and how they are doing it to show that it is a good working best practice.

##### "EROTOKRITOS" CONFERENCE

- Erotokritos is the most important poem written in Cretan dialect (even people that do not know the dialect know some verses from Erotokritos)
- The conference took place on 21-29 June 2019
- Mainly academic.

##### Aim

- Lobbying and pressure towards the local government to support the implementation of Cretan dialect at the university.
- Raise status of the language

##### ANCIENT TRAGEDIES AND COMEDIES

- Performance of ancient tragedies and comedies in Pontiac
- Combination of music, dance and language

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## DIALECT IN THE MEDIA

### Aim

- Show the presence of the language in the media (if it is not present, it is non-existent)
- Subtitles of movies in the local language
  - Young people with tech knowledge
  - Young people who know the language and can write in the language

### Problems

- New law on copyright (article 11 and 13) to start at the beginning of next year.

## PERU

The experiences of best practices explained here are projects and activities in relation with the promotion of the identity, ancestry and languages of the Afro-descendant population around Latin America. We will show different strategies to work for the promotion and strengthening of the language and identity: with music, with dance, with formal and non-formal education and with images

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## LANGUAGE TEACHING AND LEARNING

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### SCHOOL FOR TEACHING YOUNG AFRO-DESCENDENT LEADERS

The Afro-descendant Youth Leadership Training School (Afro School) is a non-formal space from Afro-descendant youths to promote the formation of youth leaders and trainers of African descent with the commitment to learn and reassess their history and identity. This space has the challenge of motivating young people in the process of leadership to have the necessary tools to go to local schools and carry out group work and trainings on the topics learned.

The Afro School has a duration of 8 months, involves the attendance of 30 young participants and 20 replications are made in local schools to students between 15 and 16 years of age. The method is participatory and youthful and involves group work and exhibitions that contribute to the exercise of leadership with identity.

The developed principles are the ancestry, the respect for learning and the construction of identity.

### Structure

- Learn about identity and history.
- Learn about leadership and compromise.
- Learn how to connect motivations (go to formal school and develop a workshop on the topics discussed above).
- It takes 8 months.
- 30 participants (young people).
- 20 replications in different schools (with 15-16-year-old students).

### Methodology

- Participatory method
- Group work
- Exhibitions

### Principles

- Ancestralism
- Respect (respect the learning curve of each participant)
- Collaboration (by being and living together with the community)

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### ITINERANT SCHOOL OF AFRO-DESCENDANT MEMORY

The aim of this method is making the role of the Afro-descendent woman in the Afro-Brazilian history and culture visible. This Traveling School of Afro-Descendant Memory consists in making visible the cultural, historical and linguistic contribution of women leaders of African descent, through processes of identity formation, ancestry, linguistics and Afro-Brazilian literature aimed at children and adolescents in the centers of basic education, who can know and understand the cultural diversity of their environment, and that can help them to promote tolerance and respect in their everyday lives.

The method allows the participants to assume the role of a female leader of African descent, taking time to know their contribution and their struggle for the preservation of their culture, from an ontological perspective, and then socialize with the group.

The methodology entails picking one Afro-descendent female character, this will allow the participant to know and incorporate the role those women played, by "acting" the character chosen (through sharing that character with the other participants), and involvement of the teachers in the schools.

The basic principles of the method are: ontological where they incorporate knowledge received from the perspective of being, participatory action where participants interact in the recognition of the contribution of women of African descent, and the Amulet where each participant takes an object that represents the experience of workshop learning.

#### Aim

- Make the role of Afro-descendant woman in the Afro-Brazilian history and culture

#### Methodology

- Pick one Afro-descendant female character
- This will allow the participant to know and incorporate the role those women played, by "acting" the character chosen (through sharing that character with the other participants)
- Involvement of the teachers in the schools

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### EDUCATION FOR ALL (COLOMBIA)

The aim is to promote Palenque (Spanish-based Creole language) through (non-formal) training and cultural interaction and experiential where you can discuss the uses and popular expressions of the Palenquera language in communities of Afro-descendants of Colombia, and thereby strengthen their identity.

The methodology consists in creating cultural events where the participants can experience their ancestral language and strengthen identity through language experiences.

The method seeks that the participants, when starting each day of training, be received by a poster of popular phrases carried by the trainer and establish a visual connection with them. The trainer must explain the meaning of this word through gestures or symbols that can convey the idea of the phrase. The intention is that each phrase can give elements to tell a local story, and that each participant can build the local history from its own history, and secondly share it through group work.

400 people (young and adults) were empowered to promote and teach the language and network within the community to promote and value the language. Local schools feel more committed in dealing with the language (officially they do not use the language in the school, but they feel more sensitive to the subject of using the language at school).

#### Aim

- Promote Palenque (Spanish-based Creole language)

### Methodology

- Create cultural events where the participants can experience their ancestral language
- Strengthen identity through language experiences

### Results

- 400 people (young and adults) were empowered to promote and teach the language
- Network inside the community to promote and valorise the language
- Local schools feel more compromised in dealing with the language (officially they don't use the language in the school, but they feel more sensitive to the matter of using the language at school)

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## LANGUAGE DISSEMINATION AND PROMOTION

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### KAMBA FESTIVAL (PARAGUAY)

The method of the Fiesta Kamba - Lázaro Vive consists of strengthening the memory, history, culture and Afro-Paraguayan identity through kinesthesia, including the development of human movement, body schema, balance, space and time that are continuously transmitted from all points of the body to the nervous system.

The method is carried out through the exercise of Afro-Paraguayan dance and music, the recognition of cultural contribution with the use of percussion instruments. The method alludes to the sensation that the individual has of their body and their identity and, in particular, of the movements that they carry out portraying the activities and spiritual beliefs carried out by the enslaved in Paraguay.

The method is aimed at men, women, children and young people belonging to the Afro-descendant community in Paraguay, self-proclaimed, Kamba Kua. The basic principles are the historical memory through kinesthesia, and the community through the African philosophy of Ubuntu (I am because we are).

#### Aim

- Strengthening Afro-descendant memory, culture and traditions in Paraguay.

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### QUIZOMBA FESTIVAL (BRAZIL)

The aim of Quizomba is the promotion and strengthening of Afro-descendant culture and traditions in Brazil, through the integral learning of the human being, comprising playful, artistic, formative activities.

The method is exercised through an active and participatory holistic learning process, in which all people find their identity and meaning of their lives through links with the community. Participants take ownership of African culture and literature through their experiences with various work groups that promote sectoral and cultural manifestations, dance, music, singing, gastronomy, languages, religions, history, the turbans...

The experiential method does not consider the learning of theories and models as true development as important. The method is aimed at men, women, children and young people from the city of Londrina, belonging to the State of Paraná in Brazil.

The basic principles of the method are:

- Reflection: each participant has 10 minutes in silence to think about their environment.
- Communitarianism: fraternity and collective dependence are fostered in a space clean of selfishness.

#### Aim



- Promotion and strengthening of Afro-descendant culture and traditions in Brazil.

#### Structure

- There are different activities in a collaborative space: learning an afro-Brazilian dance, learning how to do turbans, ...
- Experimental way of creating exchanges in collaboration.

## PORTUGAL

### LANGUAGE TEACHING AND LEARNING

#### DEINSTITUTIONALISING LANGUAGE TEACHING

One of the biggest challenges CIDLeS and the school in Minde faced with the introduction of Minderico as a subject in the local school, as part of the optional curriculum, was the shift in responsibility in the domain of language transmission. Because the language was being taught at school, the families that were still using Minderico at home, even sporadically, gradually stopped enhancing its use and transmission in the family context. Being unsure of their own language skills and afraid of teaching mistakes to their children are the main reasons for the responsibility shift. The teachers, who belong to an institutionalised framework, are higher ranked in the social hierarchy when it comes to language transmission and therefore expected to teach a “better” language to the children. This consequence is not exclusive to Minderico; it happens very often with other highly endangered languages all over the world which undergo an institutionalised revitalisation process.

To counterbalance this development, the school tried to bring the language back to the community, keeping the language transmission as natural as possible, i.e. the teaching process was integrated in communitarian experiences (real-life situations), giving a more prominent role to the speech community in the teaching process. For that, the different subjects to be taught in the Minderico classes were connected to concrete community activities, during which the students had to interact with Minderico speakers outside of the school context and in different social occasions (supermarket, café, etc.).

For example, students from the 5<sup>th</sup> and 9<sup>th</sup> grade (10 to 15 years old) – approximately 25 students – did their class on drinks and fruits in a local café and fruit store, through direct interaction with the local speakers (employees or owners of the places).

The children were so proud of their endeavour that they decided to share these activities on the social media, which, on the other end, motivated more speakers to use the language and be part of this project.

When evaluating the results, the Minderico teacher concluded that the learning of vocabulary in context happened much quicker, the pronunciation was much better because of the natural input from other Minderico speakers and the motivation to learn and transfer Minderico increased considerably.

This strategy can be easily adapted to the reality of every community that wants to promote language learning in more natural contexts, outside or in combination with the school. However, a strong community involvement is the major requirement for its success.

#### WORDBYWORD

WordByWord (<http://media.cidles.eu/labs/wordbyword/>) is a free, open source, simple and easy to use vocabulary trainer developed by CIDLeS and one possible solution when there is a lack of teaching materials at school – a problem that affects several communities with minority and/or endangered languages.

WordByWord is meant to strengthen multimodal language learning by simultaneously enhancing reading, writing and pronunciation skills, using vocabulary of everyday life. The

major goal of this tool is to speed up the vocabulary learning curve and connect a fun effect (for instance, through gaming aspects like multiple choice) to language learning.

For the development of WordByWord, frequent vocabulary of everyday life (extracted from language documentation work carried out previously) was sorted in different lessons, each one dedicated to a different topic, which accompanying audio files to illustrate native pronunciation. Each lesson has three modes of interaction, which represent different difficulty levels: Fill out mode (to train writing), display mode (to train pronunciation), multiple choice (to strengthen the gaming aspect).

WordByWord is targeted to people who have no knowledge of the language (young people at the age of 10+ and adults), passive speakers (including language rememberers) and new speakers. Minimal computer literacy for tool installation and management is required. It can be used individually or in group training and be easily integrated in regular language classes (if the students have school computers at their disposal).

A video explaining how to use WordByWord is available here: <http://media.cidles.eu/labs/wordbyword/>

In order to test the effectiveness of the tool in the school context, two case studies were conducted during the last trimester of 2018. The first case study which was carried out between October and November 2018 and comprised 33 students, from the 5<sup>th</sup> and 9<sup>th</sup> grades of the elementary school in Minde: 15 boys and 18 girls between 9 and 11 years old. 16 students were taught vocabulary related to human body, drinks and food through traditional reading-comprehension exercises.

Simultaneously, 17 students were taught the same vocabulary with the additional help of WordByWord. At the end of November, both groups took an oral and written test. Students that had WordByWord in the learning process scored much better in the tests and had better results in both written and oral tasks.

The second case study took place in November 2018 with 17 students who attended a workshop on WordByWord for the first time. They were divided into groups of 2 students. Each group had to learn one lesson only in the following sequence: multiple choice, fill out mode and display mode. In every step they had to listen to the words available in the audio files. At the end of the workshop, a game was made with the words of the lesson they had studied with WordByWord. The group with more correct responses was the winner.

Following the participants' feedback on the tool, multiple choice was selected by the majority as the preferred mode of interaction, which is probably connected to its gaming effect. All students mentioned that using the three modes for the same lesson helped them to learn more and faster, because of the inherited repetitions (repetition is one of the central aspects of language acquisition). Furthermore, their motivation to learn more Minderico and use the tool for that was very high.

Considering the structure of WordByWord, it can be easily adapted to other languages. Authentic data from language documentation, selected by frequency and sorted by thematic domain, as well as sound files for each word in the native language are the basic requirements.

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## LANGUAGE DISSEMINATION AND PROMOTION

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### CREATION OF SOCIAL AND CULTURAL SPACES

A common issue affecting endangered languages is the loss of communication domains. The creation of social and cultural spaces to enhance language use is one of the conditions for a successful community-based, bottom-up revitalisation process. Because they involve the whole community, those spaces have a high potential to foster intergenerational transmission in community-related activities. Depending on the spaces created, they can be also used to enhance artistic work in the language, as was the case with Minderico.

The methodology behind this best practice is connected to the creation of dynamic non-institutional spaces in the community where the language can be used almost exclusively, for instance in sport activities, theatre groups, music groups, etc., by bringing together both active and passive speakers, as well as speakers from different generations. The promotion of exchange skills in the language (for example, through explanation of specific sports, participation in theatre rehearsals, etc.) is one of the major goals of this methodology.

The creation of social and cultural spaces for language exchange targets fluent, semi-fluent and passive speakers of the language, young and old members of the speech community, as well as people interested in learning the language.

This strategy was implemented in Minde. The village has a very strong theatre tradition, among old and younger members of the community; thus, theatre was one of the best contexts to promote language use and to foster intergenerational transmission. In order to implement the methodology described above, the local theatre group *Boca de Cena* decided to create a short film (20 minutes) together with the local TV (*TV Minde*) based on a short story by a local writer. The first step, which involved all members of the theatre group cooperatively, both young and old, was the translation into Minderico of the short story. Then, a film script was created and based on that the story was acted.

In the film, actors were both mother tongue speakers, passive speakers and new speakers. They all could improve their language skills. Besides, both young and old(er) Minderico speakers were cooperating. For the language, the result of this project represented a new art expression which caught the attention of the media (both regional and national). The media attention contributed to the increase the language prestige.

In order to be able to adapt this practice to other communities and to strengthen a community-based, bottom-up revitalisation process, it is very important to identify beforehand the cultural and social contexts that are relevant for each community. Once that is done, the major goal is to bring speakers with different language skills together in contexts where they are "forced" to use the language to accomplish their activities.

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## POIO WRITETYPYER

There are currently around 7.000 languages spoken all over the world but speakers of 90% of these languages are not able to participate in the digital communication using computers and mobile devices let alone take advantage of such technologies using their own language. The dominance of major language forces minority communities all over the world to switch to major language for digital access to knowledge and communication. Poio Writetyper is a tool to invert this current tendency.

Poio Writetyper (<http://www.poio.eu/>) is a text prediction system for minority languages developed by CIDLeS, based on authentic language documentation data. It can be used online and integrates with mobile apps. Poio facilitates digital communication in the minority language and, consequently, has the potential to increase the presence of the minority language in everyday life, especially in social media and digital messaging domains.

For the creation of Poio Writetyper, primary authentic data resulting from language documentation (i.e. data covering everyday language use in natural contexts) was analysed to discover word usage patterns and to build a prediction model. After that, a web application was built for the output of the predicted text, with integration with mobile communication apps. For this tool to produce positive results, it must be disseminated among and used by the speakers. Therefore, CIDLeS regularly teaches speakers not only of Minderico but also of other languages covered by the tool on how to use Poio in different digital contexts (social media, text messages, etc.). Access to internet is the only requirements of this tool but it does not represent a problem in the case of the Minderico community, and several minority communities in Europe.

In order to test the system and its usability in everyday life of the Minderico community, a workshop was organised at the mayor house in Minde. After a brief introduction to the tool

and a demonstration on how to use it on the computer and mobile devices, the 15 Minderico participants could practice on it.

Even though it is too early to present clear results about the use of Poio Writetyper, some tendencies could be observed:

- The number of Poio users increased, a fact that was tracked within the tool using Google Analytics
- The number of social media posts in Minderico increased too (tracked through user feedback and social media presence, for instance through Indigenous Tweets)
- Minderico speakers are writing their SMS, WhatsApp messages and emails more often in Minderico (including passive speakers)

Even though this practice presupposes a given technical knowledge for its implementation (which can be provided by CIDLeS), Poio Writetyper can be expanded to cover other languages, if naturalistic transcribed data is available in the language (namely everyday language recordings collected through language documentation efforts). Sending this data to CIDLeS will allow the team to analyse the data, build the predictive model and add it to Poio.

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## LANGUAGE-RELATED EMPLOYABILITY

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### LANGUAGE GEOLOCATION (INTERACTIVE MAP)

The interactive map of Minde (<http://map.cidles.eu>) is a multimedia, interactive map, which geolocates the Minderico language in the village and connects it to the different spaces in the village. A linguistic guide, with audio recordings for each word / idiom / sentence, is available to facilitate the communication in Minderico in those spaces. Beside the Minderico descriptions, the map is also available with explanations in Portuguese and English, with the corresponding bilingual translations of the linguistic guide. Additionally, the map entails pictures of the different places and videos covering Minderico interactions in those places (for instance in the church).

The main aim of this map is to promote the language in context (integrated in its geographical, social, cultural, economic and political reality) and, simultaneously, the local spaces and products of the village. The map has the potential of attracting visitors to the village through the language (linguistic tourism) and to foster contextualised language learning.

At first the map was directed at members of the community and owners of local spaces, but tourists that visit Minde, mainly interested in its language and traditional blankets, are using it as well to discover the village (data extracted from Google Analytics).

In a local survey carried out by CIDLeS, owners of local public spaces reported that more people come to their places and interact with the employees in Minderico (mainly in the cafés, restaurants and in the local museum). Because of the “language demand” from outsiders, one café, one restaurant and the local museum are now asking for basic Minderico knowledge as requirement for the jobs they are offering now. The map contributed in fact to a slight change in the Minderico socio-economic structure by raising language value.

The advantage of this map, which is based on Google Maps, is that it is easily adapted to other minority communities with reduced financial resources to support language promotion and dissemination. A previous compilation of basic vocabulary relevant for the different places marked in the map, together with audio and video recordings, is a condition for its correct implementation in other communities.

## THE NETHERLANDS

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### LANGUAGE TEACHING AND LEARNING

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#### TRILINGUAL EDUCATION (DUTCH-FRISIAN-ENGLISH)

- The teachers are native speakers of the languages. Also, for English, native speakers are used (often living in the region).
- The project started more than 20 years ago and has been very successful

Today, 80 schools out of 450 use the model of trilingual education. The three languages are used as subject and medium of instruction. One teacher - one language (3x immersion). The model has proven to be very successful and several places in Europe are using this model (even Quadrilingual Education).

Current challenges are migrant languages that change the linguistic situation in Europe, also in Fryslân, and dominance of major languages.

Links on Trilingual education in Fryslân:

[https://www.nt2.nl/documenten/meertaligheid\\_en\\_onderrwijs/kambel\\_meertaligheid\\_binnen\\_werk\\_eng\\_h3.pdf](https://www.nt2.nl/documenten/meertaligheid_en_onderrwijs/kambel_meertaligheid_binnen_werk_eng_h3.pdf)

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#### FRISIAN MOOC

- The Frisian MOOC targets exchange students, expats living in Fryslân, non-Frisian speaking teachers, tourists, researchers and polyglots who want to learn something about the Frisian language and culture.
- The Frisian MOOC aims to develop people's knowledge of the Frisian language and culture.
- The method consists of learning the basics of the Frisian language and getting acquainted with the Frisian culture through a massive open online course, which is the format that is best used.

MOOC stands for Massive Open Online Course. MOOCs are internet-based courses, which include video lectures and online assignments about a specific topic. Often, MOOCs are free of charge. There are two main partners involved in the 'MOOC Frisian' project. Besides the Mercator European Research Centre, Afûk also was involved in creating the MOOC.

By creating the MOOC, a lot of people from outside of the Netherlands have the possibility to learn the Frisian language. The way in which the Frisian language is presented to the participants (online, free, and with the possibility to adapt the course to your own time) makes it a very accessible way to get to know a minority language and to learn some things about its corresponding culture.

Depending on the resources, this project could be adapted to any other regional or minority language in the world.

Links on the Frisian MOOC:

- Website Frisian MOOC:  
<https://frisianmooc.com/>
- Facebook Frisian MOOC:  
<https://www.facebook.com/frisianmooc/>
- Trailer Frisian MOOC:  
[https://www.youtube.com/watch?time\\_continue=27&v=LcSLpK-2TJ4](https://www.youtube.com/watch?time_continue=27&v=LcSLpK-2TJ4)

- Mercator about the Frisian MOOC:  
<https://www.mercator-research.eu/en/projects/frisian-mooc/>
- Afûk about the Frisian MOOC:  
<https://kursus.afuk.nl/frisian-mooc-online-course/>

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## THE REGIONAL DOSSIER SERIES

- The Regional Dossiers focus on the educational system in European regions that have an autochthonous lesser-used language, and on how the lesser-used language is embedded in this system. The dossiers provide information on:
  - educational statistics, such as number of bilingual schools, percentage of children learning the lesser-used language, language skills of teachers, etc.
  - policies regarding education of the lesser-used language
  - the structure of the educational system in the area
  - speaker numbers of the lesser-used language
  - institutions supporting the lesser-used languages

The dossiers are especially significant for policy makers, researchers, teachers, students and journalists that want to assess the developments in European minority language schooling. Currently, over 50 regional dossiers are available at the website. Mercator aims to have the dossiers updated every 10 years. The dossiers are always written in English, and the structure and lay-out of a dossier is always the same.

The dossiers are written by authors in the language communities of the language in question. The work has always been overseen by members of Mercator's team, and the project goes on continuously. What can be concluded is that this is a very successful way to document minority languages in a national education system, seen the extensive repertoire and the number of downloads of dossier used for research purposes. Mercator is looking to expand the series to outside of Europe, so other minority languages with some part in the national education system could become a part of the series.

Mercator's web page on the Regional Dossiers series: <https://www.mercator-research.eu/en/knowledge-base/regional-dossiers/>

Mercator Network: <https://www.mercator-research.eu/en/network/partnerships/>

Database of experts: <https://www.mercator-research.eu/en/network/database-of-experts/>

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## LANGUAGE DISSEMINATION AND PROMOTION

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### PRAAT MAR FRYSK

- Praat mar Frysk is a campaign telling people to "just speak Frisian". It is targeted at anyone willing to speak Frisian, or just needing that final push to switch from Dutch to Frisian. The method varies from playful actions like "surprise poetry", in which a Frisian poet starts reciting poetry in public spaces just so people can hear some Frisian being spoken, but it also provides tools for companies. For example, companies can get a sign that says "Praat mar Frysk," so their customers know that they can speak Frisian inside the company or store if they wish to do so. Of course, the actions of Praat mar Frysk are not limited to this. There are also online campaigns, like using the hashtag #Frysk on Twitter to inspire people to write their tweets in Frisian and get featured on the Praat mar Frysk page, they offer translating apps, share Frisian sayings, organises Frisian pub quizzes and much more.
- The core principles of Praat mar Frysk are to stimulate the use of Frisian and to raise awareness for Frisian. Praat mar Frysk does this by making Frisian visible in many places,



like on the streets, in hospitals, municipalities, and at home. Ultimately, the goal is to make using Frisian self-evident.

- Depending on the resources, this method might be implemented in many minority language areas. Anyone can start an online campaign by using hashtags and generating a following. With a little more financial resources, promotion material to the example of Praat mar Frysk could be created and handed out. Think of companies indicating that the use of a minority language is welcome in their business or creating visibility for the written language by handing out flyers or small excerpts of literature and poetry.

Praat mar Frysk exists since November of 2007. It started as a promotional campaign of Afûk in one of Fryslân's municipalities, in which they handed out promotional material. The objective was to introduce a sense of self-evidence in the use of Frisian: why wouldn't a person able to speak Frisian, use the language in more aspects of life? In December of that year, they created a page on a popular Dutch social medium (Hyves) and started to gain an online following. Even now, Praat mar Frysk's Twitter and Facebook pages are one of the largest Frisian language online communities.

Through the use of language ambassadors, like topmodel Doutzen Kroes and gymnasts Epke and Herre Zonderland, Praat mar Frysk spreads the idea of positivity around Frisian. Due to the large following and activity with lots of participants, it can be concluded that the campaign is successful.

Depending on the resources, this method could be implemented in many minority language areas. Anyone can start an online campaign by using hashtags and generating a following. With a little more financial resources, promotion material to the example of Praat mar Frysk could be created and handed out. Think of companies indicating that the use of a minority language is welcome in their business or creating visibility for the written language by handing out flyers or small excerpts of literature and poetry.

Praat mar Frysk's homepage: <https://www.praatmarfrysk.nl/>

Facebook: <https://www.facebook.com/PraatmarFrysk>

Twitter: <https://twitter.com/praatmarfrysk>

Instagram: [https://www.instagram.com/praat\\_mar\\_frysk/](https://www.instagram.com/praat_mar_frysk/)

Youtube channel: <https://www.youtube.com/user/praatmarfrysk>

Promotion materials: <https://www.praatmarfrysk.nl/websjop/>

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## LIET INTERNATIONAL

- Liet International targets singers and songwriters from minority language areas. There are about 20-40 entries every year.
- Liet international aims to stimulate popular music in minority languages, to ensure the production of new songs in a minority language, to provide an interesting stage for minority language singers and bands, and to stimulate and develop song-writing in a minority language.
- The best way to adapt the subject matter is to implement the concept, possibly through workshops and by generating attention and in that way resources for it.

In 2002, Liet International was organised, after 10 years of Liet Fryslân. As Eurovision Songfestival became more and more monolingual, Liet wanted to give singers/bands who sing in a minority language an international stage and media attention. It appears to be one of the best possible ways to promote minority languages for larger audiences, and to celebrate the cultural, linguistic and musical diversity of Europe.

Liet was founded by public broadcaster Omrop Fryslân, regional newspaper Leeuwarder Courant, and city theatre De Harmonie. Since 2006, Liet International is under the patronage of the Council of Europe.

The participants come from all socio-economic backgrounds from minority language regions. In 2018 there were 15 music groups that made it to the finals. Liet International has been held each year since 2002.

Liet international offers a stage to musicians in regional or minority languages, but Liet International does not require for new songs in minority languages to be written. Usually there are 20-25 applications, and Liet has a stage for ten-11 acts. What can be concluded is that Liet international offers a podium for musicians who sing in a minority language, and that podium is usually outside of their own region, so that people outside of that region get in touch with the music and language.

Depending on the resources, this framework can be implemented for any region, or Liet international could possibly consider expanding outside of Europe.

All information can be found on Liet's website: <https://liet-international.com/>

Facebook page: <https://www.facebook.com/pg/liet.international/posts/>

## ARGENTINA

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### LANGUAGE TEACHING AND LEARNING

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#### GUARANÍ LANGUAGE WORKSHOP

- Started four years ago covering different topics
  - Language situation
  - Ecological agricultural practices
- Annual course of 2 hours per week.
- Beginner level, in order to achieve a first approach to the language
- Obtain basic knowledge of the language (oral and written)

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#### GUARANÍ HISTORY WORKSHOP

- Annual course of 2 hours per week.
- The proposal is an introduction to the knowledge of Guaraní history and world view, not necessarily to the language.
- Theoretical and practical classes are given, texts are worked on in class and reading and interpreting guidelines are stipulated.
- It is assembled in 2 modules
  - The first module focuses on the history of the Guaraní people from pre-Columbian times to the present day.
  - The second module focuses on everything that has to do with the cosmology of the Guaraní people.

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### LANGUAGE DISSEMINATION AND PROMOTION

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#### JORNADA DE CULTURA GUARANÍ (GUARANI CULTURE CONFERENCE)

- Annual high-level event (4 hours long).
- To increase impact: invitation of foreign and national speakers, well-known musicians (this was important to get financial support).
- Every edition has had more than 250 attendees.
- Free admission.



- Achieved significant media coverage.
- Activities
  - Open language class
  - Lectures on Guarani ceremonies and practices
  - Different presentations on topics related to Guarani culture and traditions and everyday life
  - Music concerts
  - Artistic interventions, art exhibitions and documentary screenings.

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### GUARANÍ CINEMA

- Started in 2018; has taken place 5 times so far.
- A different movie is shown every edition, always connected to Guarani. For instance, about the region, but also on famous persons.
- The aim is to rescue and ponder historical moments and figures that allow us to generate and recreate a space of belonging that is the ideal socio-contextual framework for the use, vindication and propagation of the minority language.
- The cultural strategy is essential to carry out this fundamental objective, which is to generate the necessary conditions so that Guarani can continue to be learned, disseminated, spoken and used in public and private spaces and that it can also be a vehicle for the development of professions or trades.

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### MATE LITERARIO (LITERARY MATE)

- One meeting per month since May 2018.
- On a month's notice, we propose strategies for reading, re-reading and interpreting texts, and then we meet to read them, discuss them, polemicize, exchange opinions and experiences.
- Sometimes the author of the book is invited to be able to count on his perspective and for the participants to be able to question him.
- The authors, texts and themes chosen respond to this strategy of re-evaluation of the Guarani cultural and linguistic field.
- After the exchange, a dinner is shared with typical foods of Guarani gastronomy.

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### EXCURSION TO A GUARANÍ COMMUNITY

- The community lives in a province in the northeast, close to Brazil.
- They live in the jungle, their ancestral territory.
- A group of approximately 30 people attending Guarani's workshop were able to travel and put into practice what they had learned during the year.

## GENERAL RECOMMENDATIONS

The general recommendations are based on the evaluation of the different best practices carried out by the partners at national level, cover the same focus areas that are central for the LangUp project and are broad enough with the aim of being applicable to different communities all over the world.

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### LANGUAGE TEACHING AND LEARNING

- Reach young people through cultural/social events with inter-generational interaction.
- Use art as a tool to achieve language dissemination, preservation and improvement.
- Formal and non-formal education methods are not mutually exclusive.

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### LANGUAGE DISSEMINATION AND PROMOTION

- Cooperation with other institutions: sharing of different experiences can improve everyone's knowledge and personal development and contribute to the creation of new initiatives.
- Initiative should be bottom-up.
- Benchmarking the best practice will benefit everyone involved.

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### DANCE AND FOLKLORE

- The selection depends on the community.
- More oriented towards the elders (that is why, for example, this approach does not work very well for Frisian).
- There is a need to address the younger generations with a different type of songs and dances (eg. rap).

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### LANGUAGE-RELATED EMPLOYABILITY

- All recommendations will be explained in the document on Employment Opportunities available on <http://lang-up.eu/>.

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### NETWORKING FOR RECOGNITION AND SUPPORT

- Create networks with communities in other countries that speak the same language or that face similar challenges (cooperation, local and across borders). Working together is the most important strategy to get support and recognition in the long run.
- This will also contribute to the recognition of the languages and their communities.

## CONCLUDING REMARKS

The world is reigned by national languages, but our cultures are made up of different languages and therefore richer through linguistic and cultural diversity.

There is a great variety of methods for teaching and promoting the languages that include formal and informal education and the best results come from combining a wide range of methods.

The best practices presented in this document can be adapted and transferred to other communities and regions.

The identity and cultural heritage of each community can be empowered and further developed through language.