**AS/Cult/Inf (2016) 08**

10 June 2016

Or. English

**COMMITTEE ON CULTURE, SCIENCE, EDUCATION AND MEDIA**

**Questionnaire addressed to NGOs for the report entitled “The Protection and Promotion of Regional or Minority Languages in Europe”**

Rapporteur: Ms Rózsa Hoffmann, Hungary, Group of the European People’s Party

**1. Introduction**

1. The Parliamentary Assembly of the Council of Europe (PACE) considers linguistic diversity a precious part of Europe’s cultural heritage. Each language represents distinctive historical, social, and cultural knowledge, as well as a unique human experience and view of the world. However, a large number of languages spoken in Europe are endangered and some are even threatened to vanish within this century unless measures are taken to reverse the process of language shift among their speakers.

2. In this context, we would invite you to provide information for your country for the preparation of the PACE report entitled “The Protection and Promotion of Regional or Minority Languages in Europe” (Rapporteur: Ms Rózsa Hoffmann, Hungary). The purpose of the questionnaire is to collect data on the use of regional and minority languages in the 47 member states of the Council of Europe and to make an overview of policy measures and good practices in each country. This questionnaire is addressed to NGOs in all 47 members of the Council, whether they have or have not ratified the European Charter for Regional or Minority Languages.

**2. Questionnaire instructions**

3. The questionnaire contains thematic units, covering general information, education, culture and media, as well as language use in public life. In the last section (Section E), you will have the opportunity to provide any additional information you deem important. The questionnaire contains both open-ended and closed questions. For the closed questions (requiring an answer in a table), please select one of the possible answers provided that best suit the situation in your country. You are also welcome to add written comments in English or French to better explain your answer. For open-ended questions, we hope to receive answers that are as specific as possible. Should the space provided to answer open-ended questions or to include in the tables be insufficient, please continue your answers on extra sheets. Should the data or statistic requested not be available, please indicate it and provide (if possible) some information on the situation in your country. You are welcome to send any available data and written material (reports) that you deem relevant for the purposes of this report.

**3. Questionnaire**

4. Please submit electronically completed questionnaires by 4 July 2016 to the following e-mail addresses: melanie.scheidt@coe.int and dana.karanjac@coe.int. Please scan any questionnaires filled out by hand and submit them electronically.

5. Contact person: Ms Mélanie Scheidt (e-mail: melanie.scheidt@coe.int) and Ms Dana Karanjac, Committee on Culture, Science, Education and Media, Parliamentary Assembly of the Council of Europe, France (telephone +33 3 90 21 48 77, e-mail: dana.karanjac@coe.int, web: <http://assembly.coe.int/>). Thank you for your kind cooperation.

**Organisation and member state:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of the respondent, institution and contact details:

# GENERAL QUESTIONS

1. What regional or minority languages (with historic presence of at least 100 years) are traditionally spoken in the country?

|  |  |  |
| --- | --- | --- |
| Regional or minority language | Estimate the number of people who speak the regional or minority language [[1]](#footnote-1)  | Estimate the number of people who speak the regional or minority language as a mother tongue |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

2. In what ways is the information on the rights and obligations connected to the use of regional or minority languages made public and available to the authorities, organizations or persons concerned?

3. Please describe what *specific* incentives the state provides to promote or facilitate the use of regional or minority languages.

# EDUCATION

4. Please use X marks in the table below to indicate what type of educational level is accessible in which regional or minority language, and what regional or minority languages are taught as a subject in your country:

|  |  |  |
| --- | --- | --- |
| Language | The language is taught as a subject | The language is the language of instruction |
| in pre-school | in elementary school | in secondary school | in higher education | in doctoral training |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

5. Please describe national/regional policies for the use of regional or minority languages in the formal education system (elementary and secondary schools) and for other institutions where regional or minority languages are either the language of instruction or are taught as a subject.

If available please add the corresponding figures to the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Number of students | Number of institutions | Number of classes / groups | Number of instructors |
| Nationwide |  |  |  |  |
| Where a regional or minority language is the language of instruction |  |  |  |  |
| Where a regional or minority language is taught as a subject |  |  |  |  |

6. In what ways is the demand of families for regional or minority language instruction assessed?

7. Please use X marks in the table below to indicate in what regional or minority languages is training of teachers available in your country:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Languages | Training available in regional or minority languages in private institutions | Training available in regional or minority languages in public institutions | Quota on state language training | Other (please explain) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

 8. Please describe any examples of non-formal education that might be provided by associations or private organisations.

# CULTURE AND MEDIA

9. Please indicate if there are cultural institutions operating mainly in one or more the various regional or minority languages and provide if possible their number and some concrete examples.

10. Can you receive funding to promote different cultures and the use of regional or minority languages? Do cultural institutions stimulate “cultural interaction” (between different cultures and languages)? Please provide examples.

11. Please indicate if there are television and/or radio broadcasts in regional or minority languages? Please provide examples, distinguishing public and private broadcasts.

Please fill in the following table if data are available:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Language  | Radio station broadcasting in the regional or minority language, minutes per week | Radio programmes produced and regularly broadcast in the regional or minority language, minutes per week | Television channels broadcasting in the regional or minority language, minutes per week | Television programmes produced and regularly broadcast in the regional or minority language, minutes per week |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

12. Please indicate the types of print / online publications available in regional or minority languages (and please provide examples with weblinks):

13. Is direct reception of the radio and television broadcasts of the neighbouring or any other country (where regional or minority language is spoken as state language) freely accessible? Please provide examples.

# LANGUAGE USE IN PUBLIC LIFE

14. In what instances may a regional or minority language be used in public administration or with local and regional authorities (e.g. is it tied to the percentage of the population speaking the language, are there geographic limitations)? Please also describe both the legal / administrative rules and the situation in practice (if there are any gaps between the two).

15. Please use the table below to indicate – if the above conditions are met – the ways in which speakers of a regional or minority language may use their mother tongue in practice when engaging in official communication with state administration / local government authorities / public service organisations. (Use a scale from 1 to 3 to indicate the extent of this: 3 = full use, 2 = limited use, 1= no use):

|  |  |  |  |
| --- | --- | --- | --- |
| Type of body | the language is used as a “working language” | Users of the language may submit oral or written requests in the language and will receive a response in the language | The use of the language is ensured in the dissemination of public service announcements, safety announcements or other informational texts |
| state administration  | 3 2 1 | 3 2 1 | 3 2 1 |
| local / regional authorities | 3 2 1 | 3 2 1 | 3 2 1 |
| public services\*  | 3 2 1 | 3 2 1 | 3 2 1 |

\*public services such as: public transport, hospitals and healthcare, police, judiciary, prisons, etc.

If the table above is inadequate for your response, please describe the situation:

16. Are there incentives to encourage delivery of public service in regional and minority languages? Are there any preconditions to the use of regional or minority languages in public administration or public service? Please describe.

17. Does the member state permit the use and adoption of family names in regional or minority languages? If yes, with what conditions? Please provide a brief description of the process:

# OTHER MISCELLANEOUS REMARKS

*You are welcome to add comments to better explain your answers. You are also welcome to send any available data and written material (reports) that you deem relevant for the purposes of this report.*

1. The scope of application of the European Charter for Regional or Minority Languages (ECRML) is limited to historical/traditional languages (cf. Preamble and Article 1a, c). The Charter explicitly excludes the languages of recent migrants. However, once a language has entered the scope of application of the Charter owing to its historical/traditional presence in the state, the Charter benefits not only the persons belonging to the respective national minority and speaking that language as a mother tongue. The Charter applies to every person, irrespective of her/his ethnicity (i.e. including persons belonging to the majority population and non-nationals/migrants) using the regional or minority language as a mother tongue, vernacular or foreign language. Furthermore, it must be taken into account that the Charter does not contain the concept of “speaker” of regional or minority languages, but refers to “users” of such languages, thereby also covering people who employ a regional or minority language in a more passive manner than a speaker (e.g. only in writing) or at a lower level of proficiency than a mother-tongue speaker. Considering the aforementioned aspects, the linguistic group concerned by the application of the Charter (users of a regional or minority language) may be several times larger than the national minority concerned. [↑](#footnote-ref-1)