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Managing Plurilingual
Education Projects
10 Recommendations

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Foreword

—
*by Isabelle CROS and Fabrice FRESSE (EvalUE),
initiating the project*

May this guide be taken for what it is, notably above all, as an invitation to the French-speaking world for a better consciousness of the diversity of languages, an invitation launched to education policy makers as well as to participants in the education and training sector who work with local, regional, national education authorities or within international organizations!

Putting together 10 recommendations, this attractive guide developed by specialists in the field of Education with French as the language in common aims to encourage the implementation of quality plurilingual education projects, whether or not language teaching and learning are central to the project. Because, irrespective of the discipline concerned, language is used in them all. "Language is an unmentionable, invisible and very concrete and sedimented. It hits, it waves, it goes and it comes. We are inside like in the theater of a universal subject" (Novarina, 2010, before the speech). There is no such thing as a non-linguistic discipline! From this principle, this guide thus seeks to (r) establish the sometimes broken down dialogue with all those who live with "more than one language", like Barbara Cassin nicely says, even without being fully aware of it sometimes.

The PEP guide is presented as a flexible tool allowing its users to identify possible and adaptable handles in encouraging dynamism in learning and also in using all the languages and varieties of languages spoken in their immediate or distant environment. It can also serve as foundation for work by competent authorities in creating plurilingual education labels, by identifying which among these recommendations agrees with their context, activities and objectives, labels allowing, for example, a tool for the recognition of project leaders and actors who have invested in plurilingualism as a medium and reflection of linguistic and, therefore, cultural diversity. Such recognition would make it possible to sensitize education project leaders on the need to avoid managing

language contact in international projects (or even regional ones, since linguistic diversity is also manifest within national territories wrongly conceived as monolingual) with the simple solution consisting in particular of only considering double honours under the guise of English-speaking training courses or of imposing a single language of communication, which is sometimes nobody's language, whether it is simplified English, Globish or a little bit of French.

This guide thus incorporates ten recommendations that it offers to the actors and participants of these projects who are anxious about infusing a plurilingual dimension to their projects as well as to policy-makers that they are free to adopt, if they wish, following various procedures, possibly going as far as labeling, so as to enrich the work of reflection already undertaken elsewhere, in particular at the Council of Europe.

A website dedicated to the project extends this guide if necessary, a space designed as an evolving and collaborative virtual library providing advice and experiences for each recommendation, together with free resources to promote practices adapted to each context favorable to a plural Francophonie.

You will find:

- theoretical and institutional resources facilitating the implementation of the recommendations;
- experiences and examples illustrating plurilingual projects and actions in the fields of education and training;
- criteria to consider in measuring the proper use of these recommendations.

This guide therefore broadly aims to lead all actors and beneficiaries of education projects (learners, teachers, staff) and support them in the better integration of different languages in co-existence, going beyond language courses. It would like to be able, even modestly, to enrich the work already undertaken by the ministries, Erasmus + agencies, the OIF (Organisation internationale de la Francophonie) - among others - to raise awareness and guide project leaders in the implementation of more favourable education actions in plurilingualism to make French, or rather the French, dialogue with all languages.

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Evaluators and Experts of European European Union
Francophone Plurilingual Education Projects
International Organization of La Francophonie
Language in Dialogue

For the Right to Intercultural and Plurilingual Education

—
by Ahmed GALAI (Ahmed a changé ça je pense)
Nobel Peace Prize 2015 Member,
Technical Committee of Arab Institute for Human Rights

A language is not just a collection of linguistic, vocal or graphic signs. It is a communication tool with which each community analyzes its specific human experience and reveals its vision of the world to others, “Equal and different”. A language carries a civilization.

In the context of globalization not only increasingly characterized by mobility but also and paradoxically by communal compartmentalization, xenophobia and discriminatory stigmatizations, plurilingualism, an essential medium of intercultural skills and an essential component of global citizenship, is in a position to play a fore-runner role in building bridges of friendship where aggressive spirits build walls of hatred. In other words, capital issues involved in the acquisition of languages, native or otherwise, to anchor the individual in his own culture while opening up to the cultures of the world.

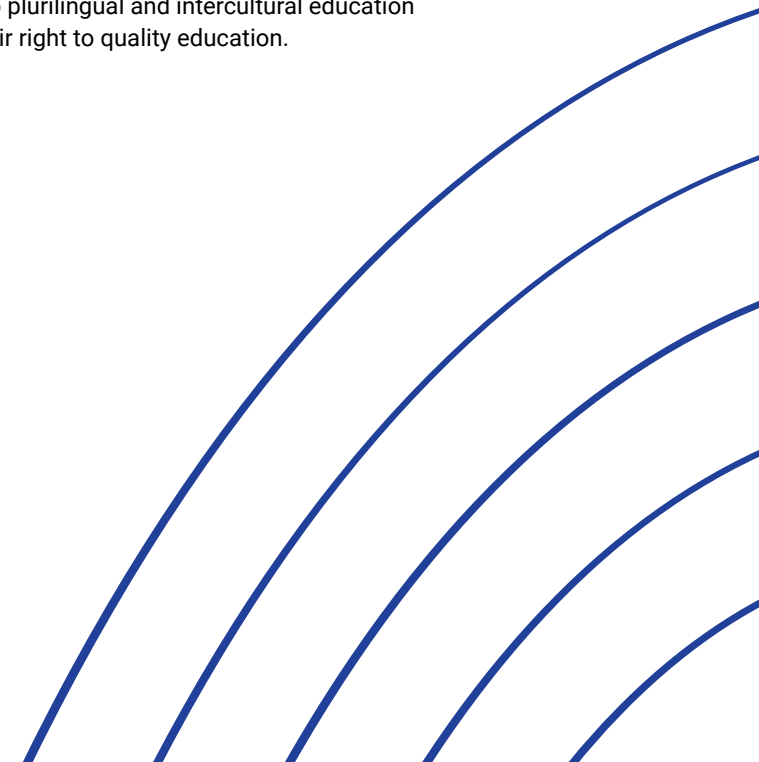
The school as a space for education and socialization is at the center of these issues. In a multicultural and plurilingual society, it should fulfill its mission to teach pupils to live together with their differences. It is the privileged opportunity for an intercultural education that manages diversity by integrating it into an educational project aimed at developing positive representations of linguistic diversity among learners as well as among educators. Language teaching, both in formal and informal education, must take into account these intercultural dimensions, and recognize linguistic and cultural diversity. Because we cannot approach a language by separating it from its culture or by seemingly ignoring the variations and dialogue of diversity.

Moreover, and on an individual level, language acquisition strongly determines access to education and academic success. Indeed, language is one of the “capital or cultural habit” element transmitted by families and with a definite impact, as Bourdieu has shown,

on “social reproduction”. It is therefore with a view to equal opportunities that educational approaches to language teaching should consider learners from marginalized backgrounds, migrant children or those learning a foreign or second language as priority targets.

For a better relationship atmosphere between students of different origins, educational approaches should resist the temptation to “prioritize languages” by valuing or devaluing one of them. On the contrary, these approaches would be more efficient and correct when they develop positive attitudes towards linguistic and cultural diversity, work for the recognition and legitimization of the migrant children languages of origin or regional languages and when they reinforce the metalinguistic abilities of the students by training their skills of language reflection.

Everyone has the right to plurilingual and intercultural education as an integral part of their right to quality education.



Of all languages In all languages

—
By Jean-Claude Beacco

*Emeritus Professor of teaching French as a foreign language and languages
(Université Sorbonne nouvelle)*

Language or Linguistic? Education Policy Specialist

We are made of? every day, from all our joys and bitterness, from all our regrets and dazzling moments. In other words, we are made from all our languages.

Languages of our young years, of those of our grandparents which still resonate gently from far beyond memory and also those in which language is born in us, blessed tongues of “perfumed paradise” from childhood.

Languages learned, at school or elsewhere, through these long journeys of learning, so inexhaustible is any language. External languages first then adopted or sometimes internalized to become permanent resources in our repertoire of languages.

We are made of these languages more or less sought after but also of those that have been imposed on us: the language of instruction, if it is not one of the languages learned in the family or the language of settlement for the migrants, which can hardly be avoided in order to interact with neighbors and the children’s teacher or still, when doing an activity.

We are made of the languages that we have lost: failing to use them, they have fallen into oblivion and they ended up vanishing, discreetly, in the resigned softness of the ends announced. We keep nostalgia about it like the languages of human encounters: I will long remember this Iranian geologist that I met in the desert at Farhazad (north of Yazd), who told me about his life, in the middle of the dunes, in a language I no longer remember. And we are also made of the languages that we were forbidden to use or those that we wanted to learn and that will remain on the horizon of our projects.

But languages also deconstruct, because they are at war or, rather, because they serve as a justification for the confrontations carried out in the name of the constitutive monolingualism of

nation states, while empires were much more benevolent for languages, as recounted by the edict of Caracalla (212) which grants Roman citizenship to all free inhabitants of the Roman Empire, without distinction. Self-identification and hetero-identification by a single language are both sources of exclusion, because languages are one of the raw materials of all racism.

Thus are we, volens nolens, the fruit of our life with tongues. And, since that is, then it is important that everything be done so that we derive the greatest benefit from the diversity of languages present in our contexts and from the language faculty which allows everyone to learn throughout their life.

It should be a shared concern not to be satisfied with languages that are supposedly beautiful or supposedly more useful than others, deemed easier to learn or deemed to be of greater value in the labour market. It should become a more ecological attitude than not limiting oneself to interacting with other speakers only by means of a central language, but to have recourse to several international languages, to one’s first language, to those in which one finds oneself feels most comfortable, switching from one to the other according to communicative needs or human inter-comprehension, in a hybrid concert in all available languages. And it is up to the education systems to ensure the quality of their teaching, their effective diversification (and not only that of the educational offer) and the convergence of all language teaching, that of foreign languages, languages of schooling and other school subjects, in that they all have linguistic dimensions, the consideration of which is essential for academic success. Training in all languages to encounter others is an opportunity to calmly discover variations and to become another by incorporating a new language. There is still a long way to go for this requirement to fully reflect our realities. But the path is marked. And henceforth, any form of management of the linguistic

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repertoire cannot ignore its role in living together or its contribution to self-development and to the constitution of each person's social, cultural and personal identity. "Between the liberal arts, let's start with the art that sets us free" urged Montaigne (Essays I, 26, De l'institution des enfants). There is no doubt that today, in our globalized world, teaching in all languages is a new form of this liberating education.

01

Promote, recognize and take effectively into account, consider and promote linguistic diversity and plurality in educational projects that may or may not be connected with language teaching.

Promote the teaching and / or learning of languages:

- at any age;
- in formal, semi-formal and informal education;
- face-to-face, distance and mixed;
- including in the professional world

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During communications, both as oral and written, around related the project, give space to the language(s) that the different participants in the education projects master best.

(By project participants we mean: beneficiaries of projects, initiators, project leaders, partners, stakeholders, public, etc.)

05

In the context of schooling, discovering, give a place and recognition to the first language (s) of learners and their families.

04

Guarantee equal access to information by ensuring that the documents are designed and / or mobilized within the projects (educational resources, communication supports, displays, reports, official texts, publications on the Internet, etc. .) are published in languages understood by projects' participants.

Contributors

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Raise awareness, train and equip trainers and teachers of linguistic and (so-called) non-linguistic disciplines for a better integration of the first languages of learners in the classroom and a better articulation of languages in contact.

Promote and enhance minority languages (and their varieties) minority languages (and their varieties), use instrument them ?and strengthen their presence, especially on the Internet

08

Set up awareness-raising actions in favor of a better articulation of all the languages present in education projects.

Conceive the discovery of new languages as an encounter with otherness and support it by relying on intercultural education.

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Facilitate the exchange of practices and the sharing of knowledge between actors and promoters of education projects involving language teaching practices.

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*Découvrez et partagez des ressources complémentaires et des exemples sur
<http://www.educationentouteslangues.org>*

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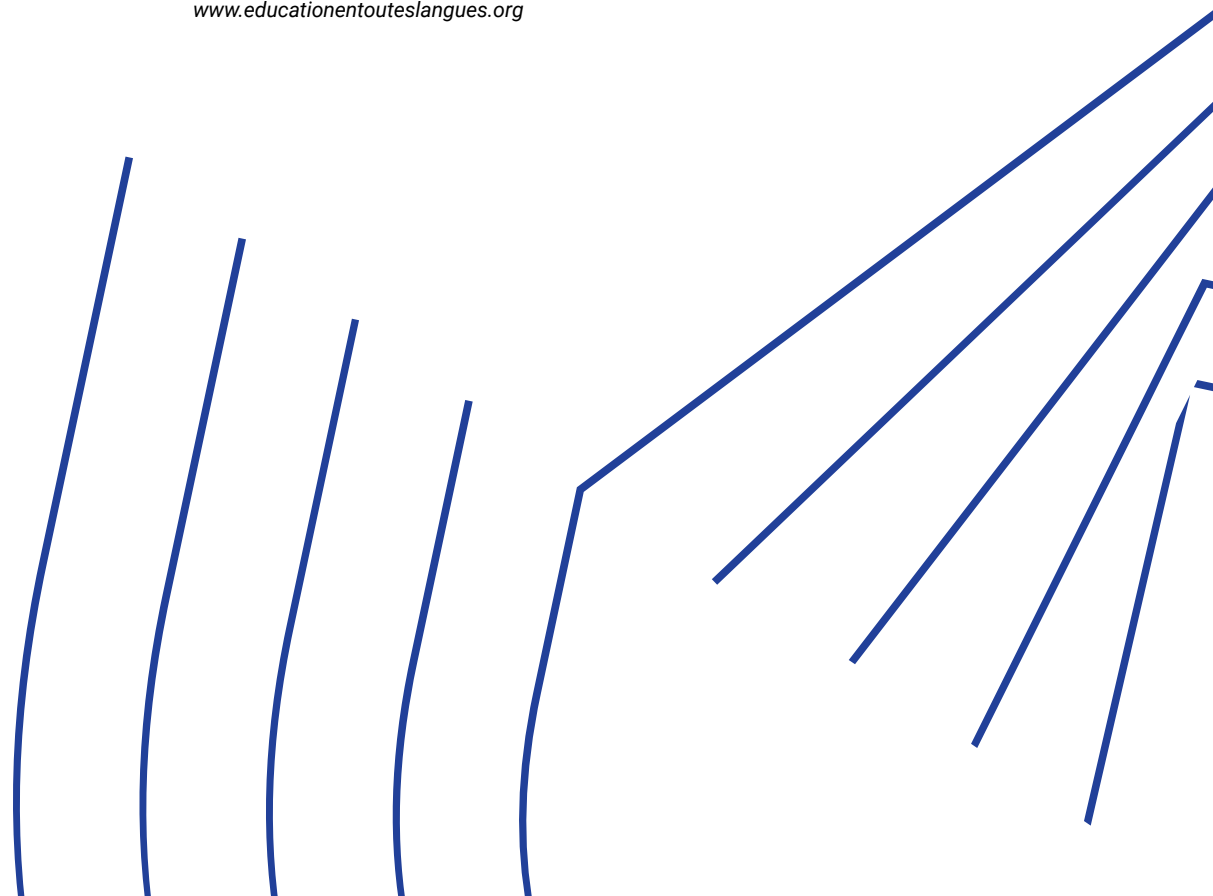
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