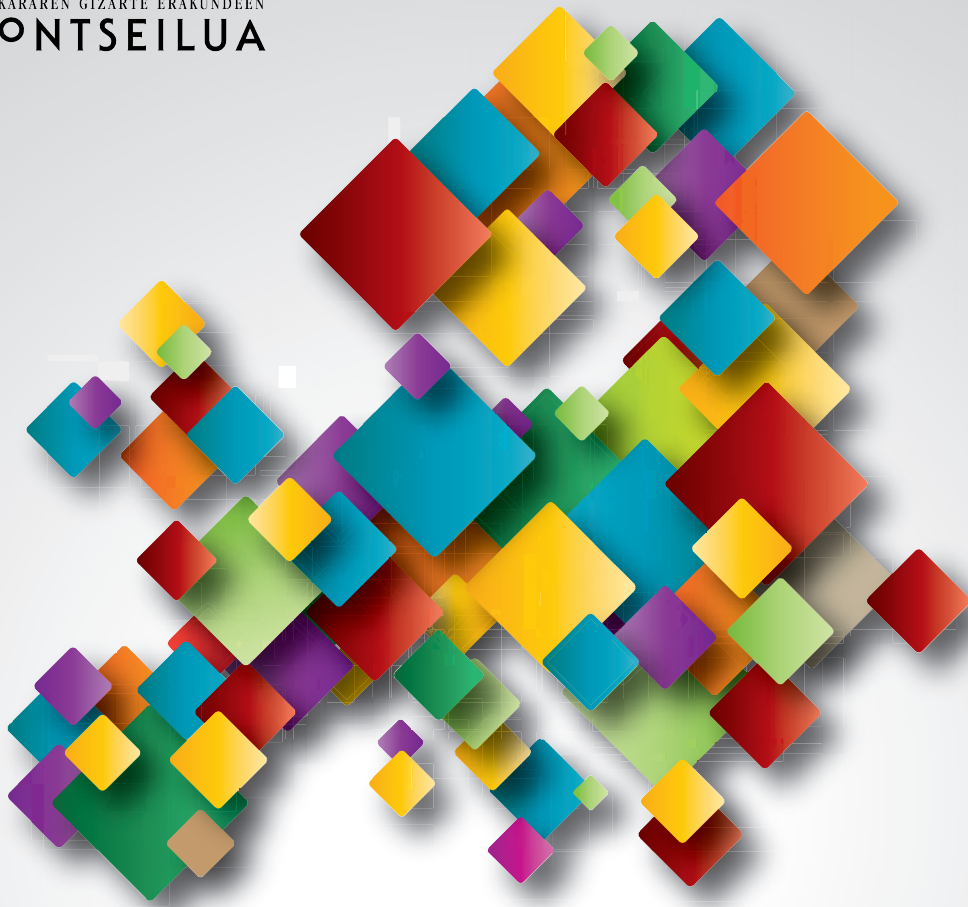




DONOSTIA / SAN SEBASTIÁN 2016
EUROPEAN CAPITAL OF CULTURE
DSS2016.EU



EUSKARAREN GIZARTE ERAKUNDEEN
KONTSEILUA



GUIDEBOOK



Hizkuntza Eskubideak Bermatzeko Protokoloa
Protocole pour la Garantie des Droits Linguistiques
Protocolo para la Garantía de los Derechos Lingüísticos
Protocol to Ensure Language Rights

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I. ABOUT THE PROTOCOL

1. OBJECTIVES OF THE PROJECT

Language rights must certainly be included among these basic human rights. Languages are for communication, but the situation of languages cannot be limited to the communicative dimension alone, since languages cannot be separated from cultures. When the connection between languages and cultures is denied, the dignity of speakers and citizens is being left out of consideration. Thus, supporting linguistic diversity forms a part of defending the rights of everyone.

This will also open up a channel which can contribute to social well-being and peaceful coexistence, because working towards the democratic treatment of language communities is one way of ensuring that all human rights are respected.

Throughout Europe, language communities have taken steps to enable people to live their lives in their own languages. There are hundreds of community-based organisations acting in different fields with the goal of supporting minority languages. The present project pro-

poses to create a meeting place where civil society in Europe can take charge of the process of nurturing our linguistic diversity.

This project will be the start of a process undertaken by social entities, organisations and specialists to establish a protocol to ensure linguistic equality and present the conclusions to an international summit meeting.

The Protocol to Ensure Language Rights (PELB) will be the fruit of a series of discussions over preceding years by numerous work groups; an instrument bringing together scientific perspectives, academic opinions and

Presentation of the project, March 2015 in Donostia



social viewpoints; and a **novel foundation for building a new Europe based on equality between language communities**. Therefore the protocol which emerges from the Project will be taken to international fora and institutions to allow entities of all kinds to use it to regulate their commitment to language diversity.

The project has four main objectives:

1. To declare that **guaranteeing language diversity** and ensuring language development are keys to peaceful coexistence.
2. To create an effective instrument for **language equality** and the cultivation of languages in unfavourable situations
3. To ensure that the **language community** is the actor in this process and assert that society's involvement guarantees fair play.
4. To constitute a milestone in Donostia's development as the European Cultural Capital.

And we will also work throughout the following values: peaceful coexistence, diversity, equality, rights and conditions.

2. WHY A PROTOCOL?

The term protocol usually refers to agreements that are no more formal than declarations such as "charters" or "pacts". There are many types of protocols.

There is for example the **signature protocol** which is a subsidiary instrument of an agreement between parties. An **amendment protocol** specifies adjustments to a previously

accepted agreement. An **optional protocol** appends rights and obligations to a previous agreement, and a **complementary protocol** is a document specifying additional stipulations to complete an existing agreement.

The kind of Protocol we intend to develop is a **Protocol based on an Agreement**. It is an instrument which lays out what needs to be done to attain the objective of a previously adopted agreement or pact.

Since the Protocol will be based on the 1996 Universal Declaration of linguistic Rights, we may also expect it to serve as a **complementary protocol**, given that the last twenty years have seen many changes in society and there are features of our day-to-day lives that could not have been predicted two decades ago.

We have attempted to model our Protocol on others in effect today. The ones we have found most relevant for our purpose are environmental protocols because, like ours, they include stipulations of specific steps to be taken. It is also interesting to see how such a protocol proposes, once adopted, to monitor compliance with the suggested measures. For our purpose the most suitable features regarding fulfilment of targets are possibly those found in the *Montreal Protocol on Substances that Deplete the Ozone Layer*, which we have singled out as a model for our Protocol.

3. PARTICIPANTS AND WORK TO DATE

The **promoters** of the project are Kontseilua and the DSS2016 foundation, by whose initiative it was created, and these bodies take responsibility for its proper development.



KONTSEILUA. THE COUNCIL OF BASQUE LANGUAGE ENTITIES

The Council of Basque Language entities, KONTSEILUA, is an umbrella body for 40 organisations active in all aspects of promotion of the Basque language. Kontseilua's single central goal is to support and speed up the process of Basque language normalization. KONTSEILUA is the main representative of the Basque language social movement and its mission is Basque language recovery on personal, social and official levels.

KONTSEILUA strives to have an impact in three main areas. Locally, KONTSEILUA works hand in hand with people who are active at the local level everywhere and reaches out to the entire population through them. Kontseilua also works with different administrative bodies to develop better language policies. Finally, KONTSEILUA works internationally to promote cooperation with comparable language communities, and to carry the message from Basque speakers to the world's decision centres, such as the European Council or United Nations.

KONTSEILUA has been acknowledged as a provider of public services, performing activities of the first order of importance.

DONOSTIA/SAN SEBASTIÁN 2016 FOUNDATION



The European Capital is an EU initiative conceived as a means to bring the different European peoples together and for them to discover each other's cultures. It has three goals: To showcase the wealth, diversity and common features of European cultures to foster greater mutual knowledge among European citizens and to enhance awareness of belonging to a single European community.

The European Capital of Culture 2016 represents an enormous opportunity to turn the focus on culture and dialogue as the roads towards improved co-existence. It will also promote stronger ties with the rest of Europe and foster innovation in the cultural sector.

The project has a special impact in the areas that inspire knowledge and use of technology, promote mediation in creative processes, prompt linguistic diversity, facilitate citizen empowerment and participation, and cultivate critical thought.

Kontseilua and DSS2016EU gave overall responsibility for the process to an **Organising Committee** comprising **six recognised** and experienced international **organisations**, each of which was able to contribute its particular perspective.

International networks of social organisations and NGOs working in support of human rights, language rights, language diversity and minority languages, which will be directly in charge of the project.

ELEN – EUROPEAN LANGUAGE EQUALITY NETWORK



The European Language Equality Network (ELEN) has as its goal the substantive promotion and protection of lesser-used languages (i.e. regional, minority, indigenous, co-official and smaller national languages or RMLs), to work towards linguistic equality for these languages, under the broader framework of human rights, and to be a voice for the speakers of these languages at the local, regional, national, European and international level. ELEN is a non-governmental organisation.

ELEN's purpose is to represent the 50 million people, 10% of the EU's population, who speak a regional or minority language. ELEN represents 44 co-official, regional, or minority language communities in 18 European States, so far.

LINGUAPAX – INTERNATIONAL



LINGUAPAX International is a non-governmental organization dedicated to the appreciation and protection of linguistic diversity worldwide. It was originally created as a UNESCO programme in 1987. It is now an independent NGO. LINGUAPAX claims that languages express the rich cultural pluralism of the human species and its preservation is a major contribution to peace and international understanding. LINGUAPAX operates as an international network with three objectives: Promotion, coordination and dissemination of research in the field of sociolinguistics.

They also advice and support to ideological, political and legislative processes encouraging the protection of linguistic diversity and programs aimed at improving or revitalizing specific linguistic communities.

They make assessment in language policy and planning to state and substate governments, such as, China, Brazil, Paraguay and Bolivia. LINGUAPAX has also participated in language revitalization projects in Nigeria, South Africa, Tchad, Senegal, Tanzania and Algeria.

ECMI – EUROPEAN CENTRE FOR MINORITY ISSUES



The European Centre for Minority Issues (ECMI) conducts practice and policy-oriented research, provides information and documentation, and offers advisory services concerning minority-majority relations in Europe. It serves European governments and regional intergovernmental organizations as well as non-dominant groups throughout. The Centre co-operates with the academic community, the media and the general public through the timely provision of information and analysis. The ECMI was founded in 1996. It is an independent and inter-disciplinary institution.

The Centre also maintains active relations with other academic institutions and NGOs involved in conflict resolution and inter-ethnic relations and engages in collaborative projects in these fields.

CIEMEN

[=]

c i e m e n

CENTRE INTERNACIONAL
ESCARRE PER A LES MINORIES
ETNIQUES I LES NACIONS

CIEMEN is an organisation of Catalan civil society which works to inform world opinion about the country's situation, to spread knowledge about stateless countries and nations everywhere and to defend their collective rights.

It has done much to support language rights and the use of the language in society. CIEMEN works in three main areas: to promote knowledge, to promote recognition of rights for nations and ethnic minorities, and to promote solidarity. CIEMEN was in charge of the technical secretariat of the Universal Declaration of Linguistic Rights.

PEN INTERNATIONAL – TRANSLATION AND LINGUISTIC RIGHTS COMMITTEE



The worldwide association of writers, exists to promote friendship and intellectual co-operation among writers everywhere, regardless of their political or other views; to fight for freedom of expression and to defend vigorously writers suffering from oppressive regimes

The Committee for Translation and Linguistic Rights encourages translation of contemporary literature not only from small languages into world languages, but also between small languages.

It also speaks out in defence of stateless languages and has been given a mandate to do all it can to enforce the article on linguistic right (part of which is quoted below) which PEN has recommended be added to the United Nations Universal Declaration of Human Rights. That Committee promoted the Universal Declaration of Linguistic Rights and the Manifesto of Girona Manifesto on Linguistic Rights.

UNPO - THE UNREPRESENTED NATIONS AND PEOPLES ORGANIZATION



**UNREPRESENTED
NATIONS & PEOPLES
ORGANIZATION**
unpo.org

UNPO is an international and democratic membership organisation. Its members are indigenous peoples, minorities, and unrecognised or occupied territories who have joined together to protect and promote their human and cultural rights, to preserve their environments, and to find nonviolent solutions to conflicts which affect them. Although the aspirations of UNPO Members differ greatly, they are all united by one shared condition – they are not adequately represented at major international fora.

Therefore, UNPO has been established to provide an international forum through its members can become effective participants and contributors to the international community. In an increasingly interdependent world it is ever more important

that those who continue to be denied their rights be given an opportunity to present their case. Nazioarteko erakundea da.

The six organisations met for the first time on the 31st of March, 2014, and again on the 13th-14th of July. A number of decisions were made at those meetings concerning the main reference points of the Protocol, the composition of the Scientific Committee, the format of the Protocol and stipulations about the Protocol's spheres or domains of application.

This Organising Committee will take the initiative in organising the process.

The **Scientific Committee** which has been set up to prepare the text of the Protocol is a group of seventeen recognised experts, intellectuals and researchers with experience in a variety of disciplines who work in different fields. One of this commission's main purposes

Presentation of the Scientific Committee, December 2015 in Donostia



will be to make sure that a fair balance of viewpoints is represented in the Protocol.

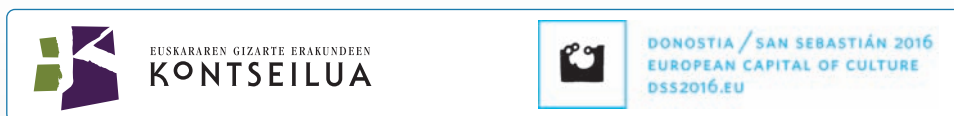
The main job of the Scientific Committee is to make quality contributions to the Protocol. A document of this nature needs to be scientifically sound, so we require support and assessment from recognised experts

We wish to acknowledge the **important role played by organised civil society** in the area of language communities in Europe. The desire to work towards a more democratic society has driven

grassroots organisations to express demands and aspirations which have led to greater public awareness of the issues.

Grassroots entities will also play an important role in the preparation of the Protocol. We aim to produce an instrument that has been agreed upon by organisations and actors who speak for millions of European citizens. Though our situations differ in many cases, all entities that work for language normalization share a common goal. This process will also give us a good opportunity to learn from one another.

TO PROMOTE



TO ORGANIZE



TO ADVISE



TO PROPOSE



4.

SKELETON STRUCTURE OF THE PROTOCOL

As we mentioned before, the protocol will be the fruit of a series of discussions over preceding years by numerous work groups; an instrument bringing together scientific perspectives, academic opinions and social viewpoints; and a novel foundation for building a new Europe based on equality between language communities.

Therefore the protocol which emerges from the Project will be taken to international fora and institutions to allow entities of all kinds to use it to regulate their commitment to language diversity.

The Organising Committee approved the skeleton structure of the protocol on its first meeting on March 31st 2015,

1- Reasons

- 1.1. The state of European language diversity
- 1.2. The situation of native languages in Europe
- 1.3. The role of social bodies in the language recovery process
- 1.4. Why we need a Protocol

2- Objectives

- 2.1. What is the point of the Protocol?
- 2.2. What is the Protocol, and what will be in it?
- 2.3. Values assumed by the Protocol
- 2.4. What good will the Protocol do?
- 2.5. How can the Protocol be used?

3- References

- 3.1. Connection to agreements mentioned in the reference document
- 3.2. Statement of chief working references and justification for choosing them:
 - The 1996 Universal Declaration of Linguistic Rights
 - The 2003 report of UNESCO

4- The guideline statement

The guidelines are based on the UDLR and the UNESCO report. The UDLR will tell us what has to be ensured in terms of rights; the UNESCO document will establish specific objectives aimed at ensuring language revitalisation.

5- A strategy for the future

- 5.1. What will happen with the Protocol?
- 5.2. How to make the Protocol reach international decision centres
- 5.3. What kind of structure can ensure compliance with the Protocol?

In that first meeting of the Organising Committee other issues were also approved:

- To use "civil society" instead of just "society" when convenient
- To use the terms "language community" and "language group" as defined in the Universal Declaration of Linguistic Rights
- To insert a mention of the potential economic benefits of the language diversity.

The Organising Committee also approved that for the following development of the documents it is preferable to use concrete and measurable concepts instead of more undefined words like "promote". One way to do this could be to create a progressive scale of terms.

Finally, they decided that it is necessary to create some kind of monitoring mechanism so that the fulfilment of the protocol can be evaluated.

5. REFERENCES

In March, 2015 the organising committee stipulated the references for drawing up the Protocol. The **1996 Universal Declaration of Linguistic Rights** is to be the Protocol's chief guide. Another fundamental reference document will be **UNESCO's 2003 report, "Language Vitality and Endangerment,"** which lays down specific evaluation indicators.

Besides these two main references, the following documents or charters will also be taken into consideration by the Protocol for the Safeguarding of Language Rights:

UNITED NATIONS

- Universal Declaration of Human Rights (1948)
- International Covenant on Civil and Political Rights (1966)
- International Covenant on Economic, Social and Cultural Rights (1966)
- Proclamation of Teheran (1968)
- UN Convention on the Rights of the Child (1989)
- Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992)
- Vienna Declaration and Programme of Action (1993)
- Declaration of the Rights of Indigenous People (2007)

COUNCIL OF EUROPE

- Convention for the Protection of Human Rights and Fundamental Freedoms (1950)
- European Charter for Regional and Minority Languages (1992)
- Framework Convention for the Protection of National Minorities (1994)

UNESCO

- Universal Declaration on Cultural Diversity (2001)
- Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)

ORGANISATION FOR SECURITY AND CO-OPERATION IN EUROPE

- Hague Recommendations Regarding the Education Rights of National Minorities (1996)
- Oslo Recommendations Regarding the Linguistic Rights of National Minorities (1998)
- Lund Recommendations on the Effective Participation of National Minorities (1999)

EUROPEAN UNION

- EU Charter of Fundamental Rights
- Treaty of Lisbon
- Report with recommendations to the Commission on European regional and lesser used languages – the languages of minorities in the EU – in the context of enlargement and cultural diversity
- European Parliament resolution on 11 September 2013 on endangered European languages and linguistic diversity in the European Union

PEN INTERNATIONAL

- PEN INTERNATIONAL: Girona Manifesto on Linguistic Rights

NETWORK TO PROMOTE LINGUISTIC DIVERSITY

- The Roadmap for Linguistic Diversity

6. HOW TO USE THIS GUIDE?

The Protocol's most significant feature will be its list of proposed measures. The aim is to identify steps that will be valid all across Europe. Practical implementation of the objectives set out in the Universal Declaration of Linguistic Rights (UDLR) of 1996 is the goal.

It was therefore decided, when developing this guide, to maintain the classification of domains established in the UDLR document. Seven spheres or domains are recognised: GENERAL PRINCIPLES, PUBLIC ADMINISTRATION AND OFFICIAL BODIES, EDUCATION, PROPER NAMES, COMMUNICATIONS MEDIA AND NEW TECHNOLOGIES, CULTURE AND THE SOCIOECONOMIC SPHERE.

In spite of the differences between these domains, we propose to treat them in a parallel fashion as shown in the accompanying pages. This is not intended to imply that all domains are of equal importance or deserve the same amount of attention.

The domain profiles are organised as follows:

(Example of the forms pages 16-17)

IDENTIFICATION OF THE DOMAIN AND ARTICLES RELATING TO IT

The domain will be put at the top of the page, indicating the articles of the Universal Declaration of Linguistic Rights with which relate to it. The articles in question are also quoted in full lower down in order to facilitate work.

A. REFORMULATION: KEY WORDS AND CONSIDERATIONS

Our work will be based on the rights listed in the Universal Declaration of Linguistic Rights, but our first task is to identify the **key words** in the rights in the declaration that are applicable to each domain.

Twenty years have passed since the adoption of the Declaration, and we foresee that it may sometimes be necessary to introduce new elements here. However, it should be borne in mind that the purpose of the Protocol is not to create new subjective rights but rather to make the necessary adjustments to those stated. For instance, in the second domain relating to administration, on-line administration is a reality today so mention should be made there of specific measures to take into account that fact.

The Scientific Committee also singled out elements that need to be recognized (considerations) in each area in order to be able to propose even more specific measures.

In this booklet **key words and considerations connected with each domain have been listed; however, in the event that something is not correctly listed or a basic key word has been omitted, please identify and insert it to ensure that the section in question is as complete as possible.**

B. MEASURES

It is likewise important to identify the sections within domains. This is because the stipulation of measures can only be as specific as the sections that we identify in each domain. For example, with regard to the domain of education we want to give separate consideration to compulsory education, professional training, adult education, higher education and so on. In the case of the administrative domain, the sections will include the court system, for instance, where a specific set of measures will be appropriate, including not just language rights themselves but also other basic rights which must be brought to bear, such as effective judicial protection or the right to defence. This necessitates **the prior task of identifying sections for each domain.**

Once the sections are identified, we will be ready to get down to the work of stating **what steps are needed to safeguard rights** recognised in the Universal Declaration in each section.

Here, **the more specific** we can be, the more effective the Protocol will become. Since we aim to create an effective tool, our goal will be to **define measures as specifically as possible.** We realise that situations vary widely among Europe's minority languages, but that should not represent an obstacle. One of the characteristics of a Protocol is to be an agreement that can be complied with in a gradual manner.

As a final consideration, with a view to being able to develop the next section properly, it is not a good idea to use verbs which pose difficulties when it comes to evaluation, such as support, promote and so on. We will reserve such verbs as these for when we are describing the Protocol's spirit and vocation.

C. INDICATORS

Given that one of our chief objectives is for the Protocol to be a useful, effective tool, it seems necessary to make a point of incorporating in-

dicators. **This part must fulfil two main objectives.** One is that all the measures proposed in the preceding section must fulfil that objective. There may be a risk, in the section of measures, that we end up with a declaration of intentions, rather than a stipulation of actual steps. To avoid this, **each proposed measure will have its own evaluation indicator** so as to guarantee that there exist objective elements by means of which to evaluate whether a given measure has been complied carried out or not. Let us remember that evaluation indicators may be of three types: dichotomous (admitting yes/no answers), quantitative and qualitative.

Thus it is proposed that in this exercise **each proposed measure** in the section of steps should be assigned an evaluation indicator.

These are the steps to prepare the Protocol :

1. Define the key words and considerations for each domain
2. Stipulate measures to safeguard the rights set out in the Declaration
3. Add an evaluation indicator for each measure proposed.

II. FORMS

INSTRUCTIONS FOR FILLING IN THE FORMS:

FIELD N. 1

PRINCIPALS, DISCRIMINATION, RIGHTS

UDLR: Articles 1, 2, 5, 7 and 10.

A. REFORMULATION: KEY WORDS AND CONSIDERATIONS

KEY WORDS

Subjects of the rights: community, group, individual / Language equality / Objective and proportional measures / Language policy / Non-discrimination / Public positive policies

CONSIDERATIONS

<p>A. LINKING UP LANGUAGE RIGHTS TO BROADER HUMAN RIGHTS</p> <p>A.1. Functional rights of community over static rights</p> <p>A.2. Recognition of rights as a corrective measure of discrimination</p>	<p>D. POSITIVE ACTIONS</p> <p>D.1. Specific positive actions</p> <p>D.2. Recognition that in order to implement equality of language, additional and specific/corrective measures must be taken</p> <p>D.3. Corresponding duties in order to grant language rights</p>
<p>B. EQUALITY</p> <p>B.1. Theorization of the equality principle: Defining equality as promotion of rights</p>	<p>E. SELF-IDENTIFICATION OF A GROUP</p>
<p>C. PRINCIPLE OF NON-DISCRIMINATION</p>	<p>G. EFFECTIVE TRIBUNAL TO DEAL WITH INFRINGEMENT OF RECOGNISED RIGHTS</p> <p>G. LANGUAGE HEARTLANDS, LANGUAGE BREATHING SPACES</p> <p>H. OTHERS (write other considerations)</p>

B. MEASURES (IF IT IS A MEASURE CONNECTING A CONSIDERATION, PLEASE, WRITE THE LETTER, IF IT IS NOT, DO NOT WRITE ANYTHING):

1		
2		
3		

C. INDICATORS (REMEMBER, THAT ALL THE MEASURES MUST HAVE AN INDICATOR, PLEASE, WRITE THE MEASURE'S NUMBER THE INDICATOR REFERS TO):

1		
2		
3		

Description of the field

CONSIDERATIONS: Do you think there is anything missing from the list? Please add it in.

MEASURES: Specify measures for ensuring compliance with the rights recognised in the Declaration. Is it linked to something in the considerations list? If so, say which part

INDICATORS: Specify an indicator for each measure and state which step it is linked to..

NB :

To simplify work, all suggestions may be made via the Internet on the www.protokoloa.eus website.

Articles of
the UDLR

UNIVERSAL DECLARATION OF LINGUISTIC RIGHTS

Article 1.

1. This Declaration considers as a language community any human society established historically in a particular territorial space, whether this space be recognized or not, which identifies itself as a people and has developed a common language as a natural means of communication and cultural cohesion among its members. The term language specific to a territory refers to the language of the community historically established in such a space.

2. This Declaration takes as its point of departure the principle that linguistic rights are individual and collective at one and the same time. In defining the full range of linguistic rights, it adopts as its referent the case of a historical language community within its own territorial space, this space being understood, not only as the geographical area where the community lives, but also as the social and functional space vital to the full development of the language. Only on this basis is it possible to define the rights of the language groups mentioned in point 5 of the present article, and those of individuals living outside the territory of their community, in terms of a gradation or continuum.

Article 2.

1. This Declaration considers that, whenever various language communities and groups share the same territory, the rights formulated in this Declaration must be exercised on a basis of mutual respect and in such a way that democracy may be guaranteed to the greatest possible extent.

2. In the quest for a satisfactory sociolinguistic balance, that is, in order to establish the appropriate articulation between the respective rights of such language communities and groups and the persons belonging to them, various factors, besides their respective historical antecedents in the territory and their democratically expressed will, must be taken into account. Such factors, which may call for compensatory treatment

aimed at restoring a balance, include the coercive nature of the migrations which have led to the coexistence of the different communities and groups, and their degree of political, socioeconomic and cultural vulnerability.

Article 5.

This Declaration is based on the principle that the rights of all language communities are equal and independent of the legal or political status of their languages as official, regional or minority languages. Terms such as regional or minority languages are not used in this Declaration because, though in certain cases the recognition of regional or minority languages can facilitate the exercise of certain rights, these and other modifiers are frequently used to restrict the rights of language communities.

Article 7.

1. All languages are the expression of a collective identity and of a distinct way of perceiving and describing reality and must therefore be able to enjoy the conditions required for their development in all functions.

2. All languages are collectively constituted and are made available within a community for individual use as tools of cohesion, identification, communication and creative expression.

Article 10.

1. All language communities have equal rights.

2. This Declaration considers discrimination against language communities to be inadmissible, whether it be based on their degree of political sovereignty, their situation defined in social, economic or other terms, the extent to which their languages have been codified, updated or modernized, or on any other criterion.

3. All necessary steps must be taken in order to implement this principle of equality and to render it effective

PRINCIPALS, DISCRIMINATION, RIGHTS

UDLR: Articles 1, 2, 5, 7 and 10.

A. REFORMULATION: KEY WORDS AND CONSIDERATIONS

KEY WORDS

Subjects of the rights: community, group, individual / Language equality / Objective and proportional measures / Language policy / Non-discrimination / Public positive policies

CONSIDERATIONS

A. LINKING UP LANGUAGE RIGHTS TO BROADER HUMAN RIGHTS

- A.1. Functional rights of community over static rights
- A.2. Recognition of rights as a corrective measure of discrimination

B. EQUALITY

- B.1. Theorization of the equality principle: Defining equality as promotion of rights

C. PRINCIPLE OF NON-DISCRIMINATION

D. POSITIVE ACTIONS

- D.1. Specific positive actions
- D.2. Recognition that in order to implement equality of language, additional and specific/corrective measures must be taken
- D.3. Corresponding duties in order to grant language rights

E. SELF-IDENTIFICATION OF A GROUP

G. EFFECTIVE TRIBUNAL TO DEAL WITH INFRINGEMENT OF RECOGNISED RIGHTS

G. LANGUAGE HEARTLANDS, LANGUAGE BREATHING SPACES

H. OTHERS (write other considerations)

B. MEASURES (IF IT IS A MEASURE CONNECTING A CONSIDERATION, PLEASE, WRITE THE LETTER, IF IT IS NOT, DO NOT WRITE ANYTHING):

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3. All necessary steps must be taken in order to implement this principle of equality and to render it effective

PUBLIC ADMINISTRATIONS AND OFFICIAL BODIES

UDLR: Articles 15-22.

A. REFORMULATION: KEY WORDS AND CONSIDERATIONS

KEY WORDS

Universal use / Official / Legal recognitions / Right to use the native language / Right to use the language in all the fields and for all functions / Legal value / Proactive attitude / Intra-relationships in administration / Relationships between administrations / The Justice-The Courts: Justice effective protection / Language rights: active and passive / On-line administration / Language competence of public employees

CONSIDERATIONS

A. LEGAL RECOGNITION

- A.1. Rights of language communities
- A.2. Rights of minorities (individual & collective)
- A.3. Linguistic perspective of fundamental rights

B. KEY LINK: RIGHT TO USE NATIVE/MINORITISED LANGUAGE IN ALL ADMINISTRATIONS AND ALL LEVELS

C. OFFICIAL STATUS OF THE LANGUAGE

D. OBLIGATIONS OF PUBLIC ADMINISTRATIONS/DUTIES TO BE IMPLEMENTED BY THE PUBLIC SERVICE

E. PUBLIC SERVANTS AND EMPLOYEES

- E.1. Policy of enrolment
- E.2. Language competence
- E.3. Language training

F. REPRESENTATION IN PUBLIC SPHERE, REPRESENTATIVES...

G. IDENTIFY PRIORITIES:

- Health service
- Police
- Public sector
- Justice

H. OTHERS

B. MEASURES (IF IT IS A MEASURE CONNECTING A CONSIDERATION, PLEASE, WRITE THE LETTER, IF IT IS NOT, DO NOT WRITE ANYTHING):

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C. INDICATORS (REMEMBER, THAT ALL THE MEASURES MUST HAVE AN INDICATOR, PLEASE, WRITE THE MEASURE'S NUMBER THE INDICATOR REFERS TO):

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UNIVERSAL DECLARATION OF LINGUISTIC RIGHTS

Article 15

1. All language communities are entitled to the official use of their language within their territory.
2. All language communities have the right for legal and administrative acts, public and private documents and records in public registers which are drawn up in the language of the territory to be valid and effective and no one can allege ignorance of this language.

Article 16

All members of a language community have the right to interrelate with and receive attention from the public authorities in their own language. This right also applies to central, territorial, local and supraterritorial divisions which include the territory to which the language is specific.

Article 17

1. All language communities are entitled to have at their disposal and to obtain in their own language all official documents pertaining to relations which affect the territory to which the language is specific, whether such documents be in printed, machine-readable or any other form.
2. Forms and standard administrative documents, whether in printed, machine-readable or any other form, must be made available and placed at the disposal of the public in all territorial languages by the public authorities through the services which cover the territories to which each language is specific.

Article 18

1. All language communities have the right for laws and other legal provisions which concern them to be published in the language specific to the territory.
2. Public authorities who have more than one territorially historic language within their jurisdiction

must publish all laws and other legal provisions of a general nature in each of these languages, whether or not their speakers understand other languages

Article 19

1. Representative Assemblies must have as their official language(s) the language(s) historically spoken in the territory they represent.
2. This right also applies to the languages of the communities established in geographically dispersed locations referred to in Article 1, Paragraph 4

Article 20

1. Everyone has the right to use the language historically spoken in a territory, both orally and in writing, in the Courts of Justice located within that territory. The Courts of Justice must use the language specific to the territory in their internal actions and, if on account of the legal system in force within the state, the proceedings continue elsewhere, the use of the original language must be maintained.
2. Everyone has the right, in all cases, to be tried in a language which s/he understands and can speak and to obtain the services of an interpreter free of charge.

Article 21

All language communities have the right for records in public registers to be drawn up in the language specific to the territory.

Article 22

All language communities have the right for documents authenticated by notaries public or certified by other authorized public servants to be drawn up in the language specific to the territory where the notary or other authorized public servant performs his/her functions.

EDUCATION

UDLR: Articles 23-30.

A. REFORMULATION: KEY WORDS AND CONSIDERATIONS

KEY WORDS

Social cohesion / Central concept on language recovery process / Non-discrimination / Democratic criteria / Equality: Same competence for all the students / Language competence of all citizens / Public policies essential / Educational levels: compulsory, work training, university / Adults / Respect diversity

CONSIDERATIONS

A. The right to educational provision enable to develop competent minoritised language speakers - 1+2 languages (minoritised language)

- A.1. Equality of education
- A.2. Joining vs. segregation
- A.3. Catalan model

B. EDUCATIONAL LEVELS

- B.1. Pre-scholar
- B.2. Compulsory education
- B.3. Non-compulsory education
- B.4. Professional training
- B.5. University: Study of the language / in the language

- B.6. Education for adults
- B.7. Specific additional learning needs
- B.8. Sign (minoritised) language

C. TEACHER TRAINING

D. TEACHING MATERIAL

E. METHODOLOGY

F. IMMIGRATION

G. CURRICULUM

- G.1. Cultural values
- G.2. Value of language diversity

H. FUNDING

I. OTHERS

B. MEASURES (IF IT IS A MEASURE CONNECTING A CONSIDERATION, PLEASE, WRITE THE LETTER, IF IT IS NOT, DO NOT WRITE ANYTHING):

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C. INDICATORS (REMEMBER, THAT ALL THE MEASURES MUST HAVE AN INDICATOR, PLEASE, WRITE THE MEASURE'S NUMBER THE INDICATOR REFERS TO):

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UNIVERSAL DECLARATION OF LINGUISTIC RIGHTS

Article 23

1. Education must help to foster the capacity for linguistic and cultural self-expression of the language community of the territory where it is provided.
2. Education must help to maintain and develop the language spoken by the language community of the territory where it is provided.
3. Education must always be at the service of linguistic and cultural diversity and of harmonious relations between different language communities throughout the world.
4. Within the context of the foregoing principles, everyone has the right to learn any language.

Article 24

All language communities have the right to decide to what extent their language is to be present, as a vehicular language and as an object of study, at all levels of education within their territory: preschool, primary, secondary, technical and vocational, university, and adult education.

Article 25

All language communities are entitled to have at their disposal all the human and material resources necessary to ensure that their language is present to the extent they desire at all levels of education within their territory: properly trained teachers, appropriate teaching methods, text books, finance, buildings and equipment, traditional and innovative technology.

Article 26

All language communities are entitled to an

education which will enable their members to acquire a full command of their own language, including the different abilities relating to all the usual spheres of use, as well as the most extensive possible command of any other language they may wish to know.

Article 27

All language communities are entitled to an education which will enable their members to acquire knowledge of any languages related to their own cultural tradition, such as literary or sacred languages which were formerly habitual languages of the community.

Article 28

All language communities are entitled to an education which will enable their members to acquire a thorough knowledge of their cultural heritage (history, geography, literature, and other manifestations of their own culture), as well as the most extensive possible knowledge of any other culture they may wish to know.

Article 29

1. Everyone is entitled to receive an education in the language specific to the territory where s/he resides.
2. This right does not exclude the right to acquire oral and written knowledge of any language which may be of use to him/her as an instrument of communication with other language communities.

Article 30

The language and culture of all language communities must be the subject of study and research at university level.

THE SOCIOECONOMIC SPHERE

UDLR: Articles 47-52

A. REFORMULATION: KEY WORDS AND CONSIDERATIONS

KEY WORDS

Public-private dichotomy / General interest services / Language of the service / Socioeconomic activity / Collective subjects: trade unions, associations, companies and enterprises, consumers... / Penalty clauses using languages / Medium / Private subject with public funds

CONSIDERATIONS

A. Requirements for guaranteeing the language rights of consumers and users: Language Act. Diversity management

B. SPACES

- B.1. Language diversity in public spaces (signs, publicity...)
- B.2. Workspace: Non-discrimination / Positive discrimination
- B.3. Language impact

C. LEVELS

- C.1. Big companies / Corporations
- C.2. Public services
- C.3. Newly privatised areas
- C.4. Social enterprises

D. WORK(ERS)/EMPLOYEES

Recruitment: language skills

E. CUSTOMERS' PROTECTION

F. PRACTICES

- F.1. Linguistic taxation
- F.2. Encourage salary / promotion benefits
- F.3. Financial benefits
- F.4. Best practice cases in language management

G. LANGUAGE INDUSTRY

H. DISCOURSE

- H.1. Cooperance
- H.2. Social responsibility
- H.3. Excellence in the service
- H.4. Potential economic benefit

I. OTHERS

B. MEASURES (IF IT IS A MEASURE CONNECTING A CONSIDERATION, PLEASE, WRITE THE LETTER, IF IT IS NOT, DO NOT WRITE ANYTHING):

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C. INDICATORS (REMEMBER, THAT ALL THE MEASURES MUST HAVE AN INDICATOR, PLEASE, WRITE THE MEASURE'S NUMBER THE INDICATOR REFERS TO):

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UNIVERSAL DECLARATION OF LINGUISTIC RIGHTS

Article 47

1. All language communities have the right to establish the use of their language in all socioeconomic activities within their territory.

2. All members of a language community are entitled to have at their disposal, in their own language, all the means necessary for the performance of their professional activities, such as documents and works of reference, instructions, forms, and computer equipment, tools and products.

3. The use of other languages in this sphere can only be required in so far as it is justified by the nature of the professional activity involved. In no case can a more recently arrived language relegate or supersede the use of the language specific to the territory.

Article 48

1. Within the territory of his/her language community, everyone has the right to use his/her own language with full legal validity in economic transactions of all types, such as the sale and purchase of goods and services, banking, insurance, job contracts and others.

2. No clause in such private acts can exclude or restrict the use of the language specific to the territory.

3. Within the territory of his/her language community, everyone is entitled to have the documents required for the above-mentioned operations at his/her disposal in his/her own language. Such documents include forms, cheques, contracts, invoices, receipts, delivery notes, order forms, and others.

Article 49

Within the territory of his/her language community,

everyone has the right to use his/her own language in all types of socioeconomic organizations such as labour and union organizations, and employers', professional, trade and craft associations.

Article 50

1. All language communities have the right for their language to occupy a pre-eminent place in advertising, signs, external signposting, and in the image of the country as a whole.

2. Within the territory of his/her language community, everyone has the right to receive full oral and written information in his/her own language on the products and services proposed by commercial establishments, such as instructions for use, labels, lists of ingredients, advertising, guarantees and others

3. All public indications affecting the safety of persons must be expressed at least in the language specific to the territory, in conditions which are not inferior to those of any other language

Article 51

1. Everyone has the right to use the language specific to the territory in his/her relations with firms, commercial establishments and private bodies and to be served or receive a reply in the same language.

2. Everyone has the right, as a client, customer, consumer or user, to receive oral and written information in the language specific to the territory from establishments open to the public

Article 52

Everyone has the right to carry out his/her professional activities in the language specific to the territory unless the functions inherent to the job require the use of other languages, as in the case of language teachers, translators or tourist guides.

PROPER NAMES/LINGUISTIC LANDSCAPE

UDLR: Articles 31-34.

A. REFORMULATION: KEY WORDS AND CONSIDERATIONS

KEY WORDS

Recognition of the Academic Institution / Toponymy / Anthroponomy / Corpus / Language landscape / Fundamental right

CONSIDERATIONS

- A. Fundamental right and human right to identify: Language landscape as a minimum: First level action for visibility of language**
- B. Official acceptance of minoritised language personal and place names. Right to correct proper name (free of charge)**
- C. AGREEING A STANDARD**
- D. GEOGRAPHICAL NAMES: Coast, mountain...**
- E. GPS, MAPS (DIGITAL, PRINTED, OFFICIAL)**
- F. PERSONAL NAMES IN ALPHABETS/ SPELLING ORIGINAL (no basis in translation)**
- G. AVOID DOUBLE NAMES**
F.1. Use of double names: when, where and how
- H. COMMERCIALIZATION OF PUBLIC SPACES**
- I. INSTITUTIONS THAT MUST BE INVOLVED**
- J. OTHERS:**

B. MEASURES (IF IT IS A MEASURE CONNECTING A CONSIDERATION, PLEASE, WRITE THE LETTER, IF IT IS NOT, DO NOT WRITE ANYTHING):

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C. INDICATORS (REMEMBER, THAT ALL THE MEASURES MUST HAVE AN INDICATOR, PLEASE, WRITE THE MEASURE'S NUMBER THE INDICATOR REFERS TO):

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UNIVERSAL DECLARATION OF LINGUISTIC RIGHTS

Article 31

All language communities have the right to preserve and use their own system of proper names in all spheres and on all occasions.

Article 32

1. All language communities have the right to use place names in the language specific to the territory, both orally and in writing, in the private, public and official spheres.

2. All language communities have the right to establish, preserve and revise autochthonous place names. Such place names cannot be arbitrarily abolished, distorted or adapted, nor can they be replaced if changes in the political situation, or changes of any other type, occur.

Article 33

All language communities have the right to refer to themselves by the name used in their own language. Any translation into other languages must avoid ambiguous or pejorative denominations.

Article 34

Everyone has the right to the use of his/her own name in his/her own language in all spheres, as well as the right, only when necessary, to the most accurate possible phonetic transcription of his/her name in another writing system

COMMUNICATION, MEDIA AND NEW TECHNOLOGIES

UDLR: Articles 35-40

A. REFORMULATION: KEY WORDS AND CONSIDERATIONS

KEY WORDS

Public media / Freedom of expression / Media receiving public funds / Computer equipment

CONSIDERATIONS

A. RIGHT TO RECEIVE INFORMATION IN MINORITISED LANGUAGE.

B. Introduce legislation to ensure that media corporations make provision for minoritised languages in all their products.

C. TRANSFRONTIERS / INTRA-STATE:
Monitoring to ensure cross-frontier or Intra-state reception of radio, TV... in minoritised (shared) language

D. TECHNOLOGICAL AREA OF BROADCASTING CONNECTED TO THE TERRITORY OF THE LANGUAGE

E. PUBLIC MEDIA

F. ENSURING PRIVATE RADIO/TV BROADCASTING IN MINORITISED LANGUAGE

- F.1. Sufficient proportion of the minoritised language
- F.2. Licenses

G. TECHNOLOGY TO ENHANCE LANGUAGE DIVERSITY, NOT TO LIMIT

- G.1. Potential of new technologies
- G.2. New gates media contents

H. MINORITISED LANGUAGE SPEAKERS FORCED TO USE MAJORITY LANGUAGE

I. CONTENTS: SHOW AND PRACTICE LANGUAGE DIVERSITY, TENDS TO OVERMONOLINGUALIZE (ALSO EN FICTION).

Ensure presence of minorities / minoritised languages and representatives in programmes.

J. YOUNG PEOPLE AND MEDIA AND NEW TECHNOLOGIES

K. OTHERS :

B. MEASURES (IF IT IS A MEASURE CONNECTING A CONSIDERATION, PLEASE, WRITE THE LETTER, IF IT IS NOT, DO NOT WRITE ANYTHING):

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C. INDICATORS (REMEMBER, THAT ALL THE MEASURES MUST HAVE AN INDICATOR, PLEASE, WRITE THE MEASURE'S NUMBER THE INDICATOR REFERS TO):

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UNIVERSAL DECLARATION OF LINGUISTIC RIGHTS

Article 35

All language communities have the right to decide the extent to which their language is be present in the communications media in their territory, whether local and traditional media, those with a wider scope, or those using more advanced technology, regardless of the method of dissemination or transmission employed.

Article 36

All language communities are entitled to have at their disposal all the human and material resources required in order to ensure the desired degree of presence of their language and the desired degree of cultural self-expression in the communications media in their territory: properly trained personnel, finance, buildings and equipment, traditional and innovative technology.

Article 37

All language communities have the right to receive, through the communications media, a thorough knowledge of their cultural heritage (history, geography, literature and other manifestations of their own culture), as well as the greatest possible amount of information about any other culture their members may wish to know.

Article 38

The languages and cultures of all language communities must receive equitable and non-discriminatory treatment in the communications media throughout the world.

Article 39

The communities described in Article 1, paragraphs 3 and 4, of this Declaration, and the groups mentioned in paragraph 5 of the same article, are entitled to an equitable representation of their language in the communications media of the territory where they are established or where they migrate. This right is to be exercised in harmony with the rights of the other language groups or communities in the territory

Article 40

In the field of information technology, all language communities are entitled to have at their disposal equipment adapted to their linguistic system and tools and products in their language, so as to derive full advantage from the potential offered by such technologies for self-expression, education, communication, publication, translation and information processing and the dissemination of culture in general.

CULTURE

UDLR: Articles 41-46

A. REFORMULATION: KEY WORDS AND CONSIDERATIONS

KEY WORDS

CONSIDERATIONS

- A. RIGHT TO ACCESS TO CULTURE, CULTURAL RIGHTS INCLUDE LANGUAGE RIGHTS. RECOGNITION OF CULTURAL FORMS**
- B. LINKS BETWEEN CULTURE AND LANGUAGE: LANGUAGE AS DNA OF CULTURE**
- C. RECOGNITION OF CULTURAL FORMS THAT ARE SPECIFIC TO LANGUAGE.**
- D. RIGHT TO ACCESS TO SOCIAL SPACES**
D.1. Create social environments (not as ethnographic museum)
- E. VISIBILITY OF MINORITISED CULTURES**
- F. LINGUISTIC PERSPECTIVE FOR ANY CULTURAL EVENT**
- G. CULTURAL ATTRACTIVE OFFER**
- H. ECONOMIC FACE**
H.1. Innovation
H.2. Linguistic taxation
H.3. Financial benefits
H.4. Compulsory investment
- G. INTERNATIONALIZATION OF EXPERIENCES**
- H. YOUNG PEOPLE AND CULTURE: NOT INFANTILIZATION**
- I. OTHERS:**

B. MEASURES (IF IT IS A MEASURE CONNECTING A CONSIDERATION PLEASE, WRITE THE LETTER, IF IT IS NOT, DO NOT WRITE ANYTHING):

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C. INDICATORS (REMEMBER, THAT ALL THE MEASURES MUST HAVE AN INDICATOR, PLEASE, WRITE THE MEASURE'S NUMBER THE INDICATOR REFERS TO):

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UNIVERSAL DECLARATION OF LINGUISTIC RIGHTS

Article 41

1. All language communities have the right to use, maintain and foster their language in all forms of cultural expression.

2. All language communities must be able to exercise this right to the full without any community's space being subjected to hegemonic occupation by a foreign culture.

Article 42

All language communities have the right to full development within their own cultural sphere.

Article 43

All language communities are entitled to access to the works produced in their language.

Article 44

All language communities are entitled to access to intercultural programmes, through the dissemination of adequate information, and to support for activities such as teaching the language to foreigners, translation, dubbing, post-synchronization and subtitling.

Article 45

All language communities have the right for the language specific to the territory to occupy a pre-eminent position in cultural events and services (libraries, videothèques, cinemas, theatres, museums, archives, folklore, cultural industries, and all other manifestations of cultural life).

Article 46

All language communities have the right to preserve their linguistic and cultural heritage, including its material manifestations, such as collections of documents, works of art and architecture, historic buildings and inscriptions in their own language.

Major Evaluative Factors of Language Vitality (UNESCO)

FACTOR 1: Intergenerational Language Transmission

DEGREE OF ENDANGERMENT

5	Safe	The language is used by all ages, from children up.
4	Unsafe	The language is used by some children in all domains; it is used by all children in limited domains.
3	Definitively endangered	The language is used mostly by the parental generation and up.
2	Severely endangered	The language is used mostly by the grandparental generation and up.
1	Critically endangered	The language is used mostly by very few speakers, of great-grandparental generation.
0	Extinct	There exists no speaker.

FACTOR 2: Absolute Number of Speakers

FACTOR 3: Proportion of Speakers within the Total Population

DEGREE OF ENDANGERMENT

5	Safe	All speak the language.
4	Unsafe	Nearly all speak the language.
3	Definitively endangered	A majority speak the language.
2	Severely endangered	A minority speak the language.
1	Critically endangered	Very few speak the language.
0	Extinct	None speak the language.

FACTOR 4. Trend in Existing Language Domains

DEGREE OF ENDANGERMENT

5	Universal use	The language is used in all domains and for all functions.
4	Multilingual party	Two or more languages may be used in most social domains and for most functions.
3	Dwindling domains	The language is in home domains and for many functions, but the dominant language begins to penetrate even home domains.
2	Limited or formal domains	The language is used in limited social domains and for several functions.
1	Highly limited domains	The language is used only in a very restricted domains and for a very few functions.
0	Extinct	The language is not used in any domain and for any function.

FACTOR 5: Response to New Domains and Media

DEGREE OF ENDANGERMENT

5	Dynamic	The language is used in all new domains.
4	Robust/active	The language is used in most new domains.
3	Receptive	The language is used in many domains.
2	Coping	The language is used in some new domains.
1	Minimal	The language is used only in a few new domains.
0	Inactive	The language is not used in any new domains.

FACTOR 6: Materials for Language Education and Literacy

DEGREE OF ENDANGERMENT

5	There is an established orthography, literacy tradition with grammars, dictionaries, texts, literature, and everyday media. Writing in the language is used in administration and education.
4	Written materials exist, and at school, children are developing literacy in the language. Writing in the language is not used in administration.
3	Written materials exist and children may be exposed to the written form at school. Literacy is not promoted through print media.
2	Written materials exist, but they may only be useful for some members of the community; and for others, they may have a symbolic significance. Literacy education in the language is not a part of the school curriculum.
1	A practical orthography is known to the community and some material is being written.
0	No orthography available to the community.

FACTOR 7: Governmental and Institutional Language Attitudes and Policies, Including Official Status and Use

DEGREE OF SUPPORT

5	Equal support	All languages are protected.
4	Differentiated support	Minority languages are protected primarily as the language of the private domains. The use of the language is prestigious.
3	Passive assimilation	No explicit policy exists for minority languages; the dominant language prevails in the public domain.
2	Active assimilation	Government encourages assimilation to the dominant language. There is no protection for minority languages.
1	Forced assimilation	The dominant language is the sole official language, while non-dominant languages are neither recognized nor protected.
0	Prohibition	Minority languages are prohibited.

FACTOR 8: Community Members' Attitudes toward Their Own Language

DEGREE OF ENDANGERMENT

5	All members value their language and wish to see it promoted.
4	Most members support language maintenance.
3	Many members support language maintenance; others are indifferent or may even support language loss.
2	Some members support language maintenance; others are indifferent or may even support language loss.
1	Only a few members support language maintenance; others are indifferent or may even support language loss.
0	No one cares if the language is lost; all prefer to use a dominant language.

FACTOR 9: Amount and Quality of Documentation

NATURE OF DOCUMENTATION

5	Superlative	There are comprehensive grammars and dictionaries, extensive texts; constant flow of language materials. Abundant annotated high-quality audio and video recordings exist.
4	Good	There are one good grammar and a number of adequate grammars, dictionaries, texts, literature, and occasionally updated everyday media; adequate annotated high-quality audio and video recordings.
3	Fair	There may be an adequate grammar or sufficient amount of grammars, dictionaries, and texts, but no everyday media; audio and video recordings may exist in varying quality or degree of annotation.
2	Fragmentary	There are some grammatical sketches, word-lists, and texts useful for limited linguistic research but with inadequate coverage. Audio and video recordings may exist in varying quality, with or without any annotation.
1	Inadequate	Only a few grammatical sketches, short word-lists, and fragmentary texts. Audio and video recordings do not exist, are of unusable quality, or are completely un-annotated.
0	Undocumented	No material exists.

III. NEXT STEPS

7. STEPS AND A TIME FRAME FOR DEVELOPING THE PROTOCOL

These are the expected steps leading to the completion of the Protocol, arranged schematically :

TAREA	DELAI
1. Set up the organising team, specify references and define the overall structure of the Protocol	31-03-2015 / 31-07-2015
2. Set up the Scientific Committee and supply guidelines	30-09-2015 / 15-11-2015
3. Meeting of the Scientific Committee; first draft of the Protocol	1 & 2 Decembre 2015
4. Inputs from Civil Society Organisations	20-02-2016 / 30-06-2016
5. Inputs synthesized by the Organising Committee	May 2016
6. Meeting of the Scientific Committee to study inputs and carry out final revisions	September 2016
7. Adoption by the Organising Committee of a final version	October 2016
8. Ratification by Civil Society Organisations	09-2016 / 11-2016
9. PRESENTATION OF THE PROTOCOL	December 2016

The dates are not quite final at this point. Note that the work with grassroots organisations will be carried out in an ongoing manner; this refers to both input and ratification phases. During the entire course of this process overtures will be made to other entities expressing interest and individual personalities of interest.

