# Plurilinguisme et éducation à la démocratie
# Plurilinguism and democracy

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API EDUCATION FORUM

# Outline

# What do we share?

Our forthcoming conference on democracy and plurilingualism



European language policy



Democratic resilience



Other language education and policy related

European networks

What do we share?





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# What do we share?

How would you describe in one or few words the relationship between multilingualism and democracy in the current context?

# Our forthcoming conference on democracy and plurilingualism

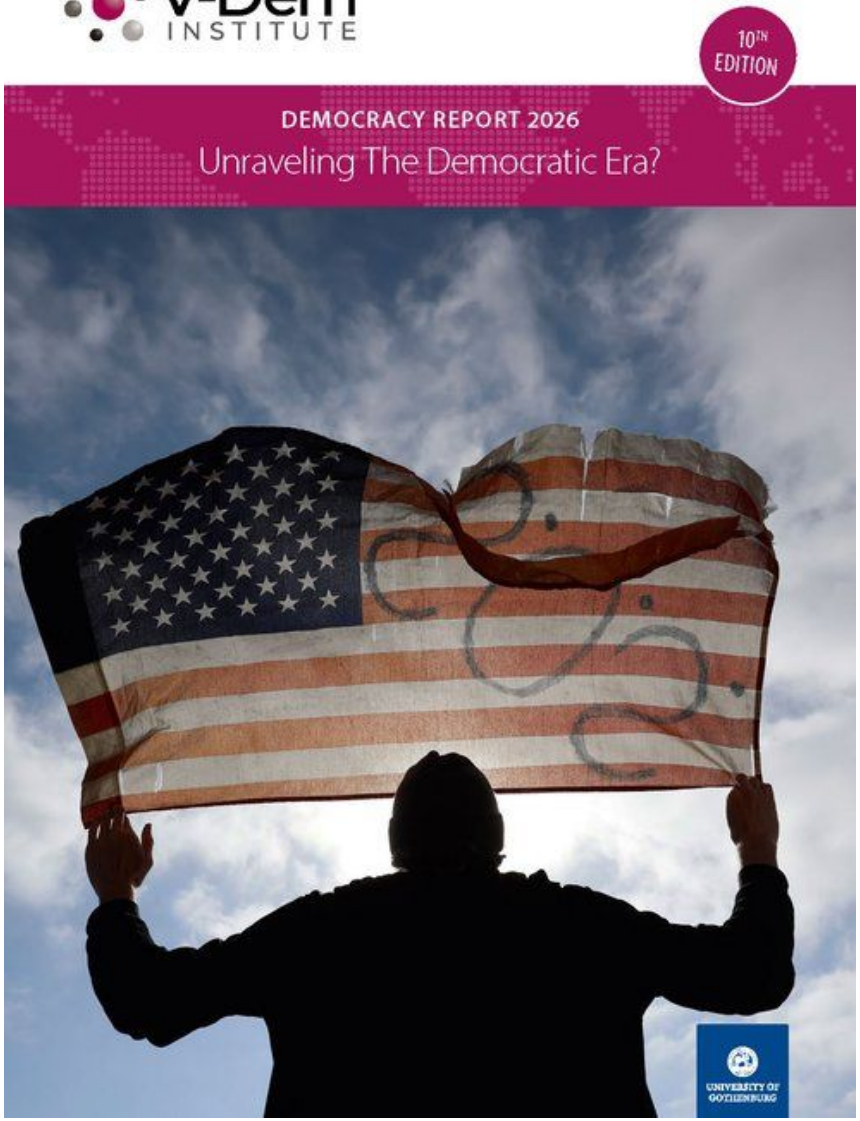
V-Dem
VARIETIES OF DEMOCRACY

GLOBAL STANDARDS
LOCAL KNOWLEDGE

Kahoot!

https://create.kahoot.it/my-library/kahoots/e1cdd7d8-7f72-43b2-987b-d7a7ca4f33b2

V-Dem INSTITUTE




Nord, Marina, David Altman, Tiago Fernandes, Ana Good God, and Staffan I. Lindberg. 2026. Democracy Report 2026: Unraveling The Democratic Era? University of Gothenburg: V-Dem Institute.

https://www.v-dem.net/

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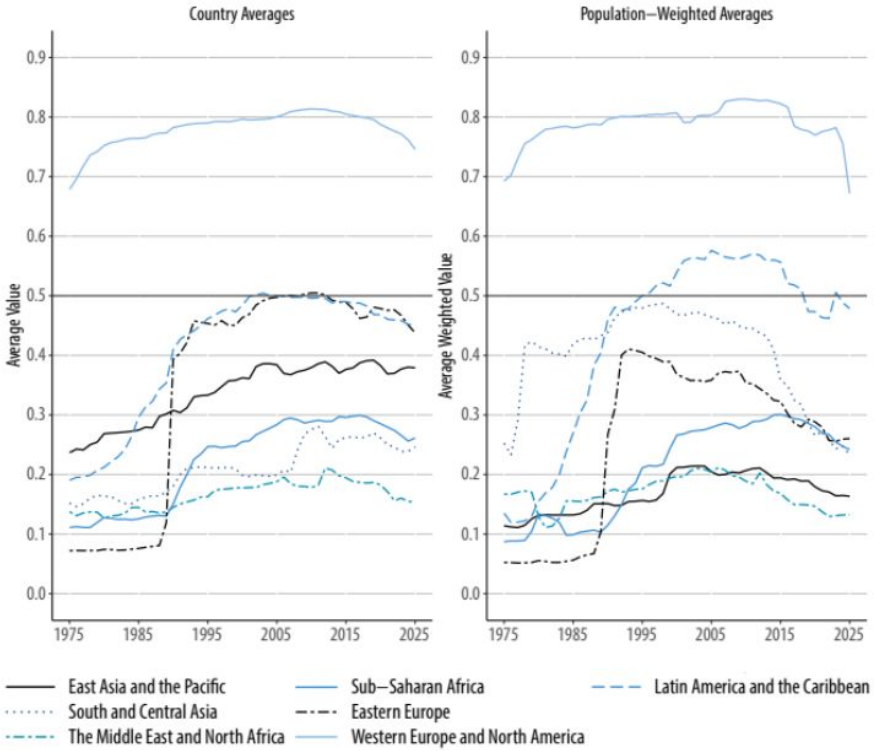
"The world has 92 autocracies and 87 democracies at the end of 2025. Nearly three quarters of the world population (74%, or 6 billion) live in autocracies. There are now more people living in closed autocracies (28%, or 2.3 billion) than in electoral and liberal democracies combined (26%, or 2.2 billion). Only 7% of the world population (0.6 billion) live in liberal democracies. Freedom of expression continues to be the most attacked aspect of democracy, worsening in 44 countries by 2025."

Nord, Marina, David Altman, Tiago Fernandes, Ana Good God, and Staffan I. Lindberg. 2026. Democracy Report 2026: Unraveling The Democratic Era? University of Gothenburg: V-Dem Institute.

https://www.v-dem.net/

**FIGURE 3. LIBERAL DEMOCRACY – REGIONAL AVERAGES, 1975–2025**




*The lines are regional averages on the LDI. Panel A is based on conventional country averages. Panel B shows levels of democracy weighted by population size using data from the World Bank, included in the V-Dem dataset v16.*

**FIGURE 1. STATE OF LIBERAL DEMOCRACY (LDI) IN 2025**

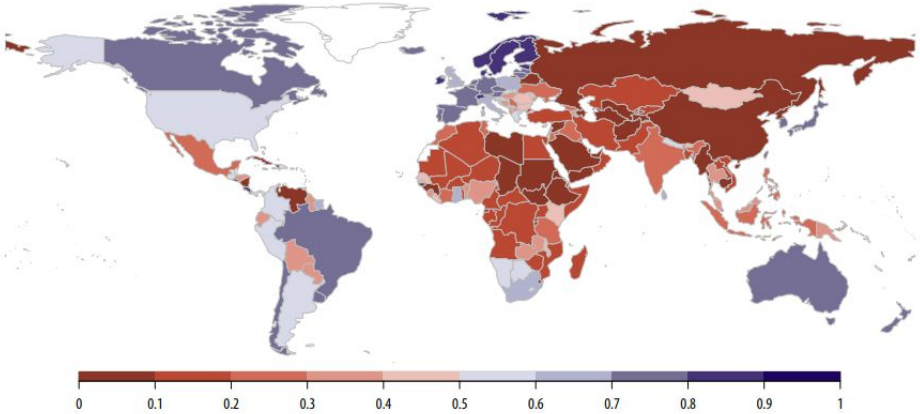



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**FIGURE 8. DEMOCRATIC ASPECTS IMPROVING AND DECLINING, 2000 AND 2025**

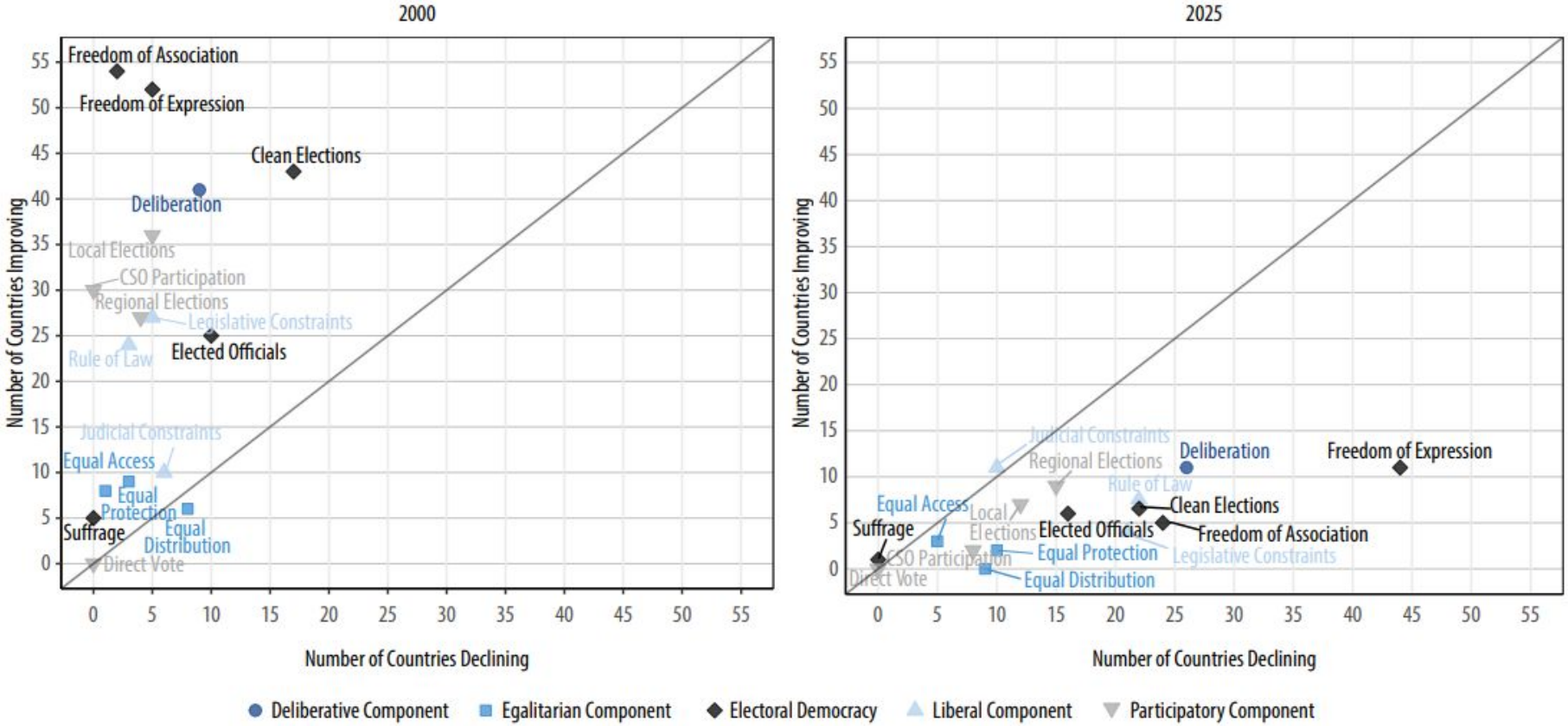


*Figure 8 shows the number of countries improving and declining significantly and substantially over a 10-year period on indices measuring different components of democracy. An index is declining substantially and significantly if its 2025 value is at least 0.05 lower than its 2015 value on a scale ranging from 0 to 1, and the confidence intervals do not overlap. The left panel compares changes between 2000 and 1990, and the right panel compares changes between 2025 and 2015.*

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# THE VIRTUOUS CYCLE

## PLURILINGUALISM – LANGUAGE EDUCATION – DEMOCRACY

*Three interconnected dimensions that mutually reinforce more inclusive and democratic societies*

**Plurilingualism strengthens democracy**

Promotes dialogue between cultures

Recognizes all communities

Reduces inequalities and exclusion

- Enriches the public sphere and democratic deliberation

**PLURILINGUALISM**

Recognition and appreciation of linguistic diversity and of languages and linguistic repertoires

**Plurilingualism enriches education**

- Linguistic repertoires as resources
- Valued identities
- Openness to other perspectives and knowledge
- Cognitive and creative development

**A CIRCLE THAT STRENGTHENS EVERYONE'S AGENCY AND POWER TO ACT**

**Democracy sustains the cycle**

- Protective legal framework
- Equitable language policies
- Funding and resources for education
- A free and pluralistic public sphere

**DEMOCRACY**

Full and equal participation in social, cultural, economic and political life

**LANGUAGE EDUCATION**

Equitable access to high-quality language learning throughout life

**Language education fosters plurilingualism**

- Develops plurilingual and intercultural competencies
- Builds confidence to use all of one's languages
- Encourages curiosity and mobility
- Transmits values of respect and openness

**RESULT: MORE JUST, INCLUSIVE AND RESILIENT SOCIETIES**

- Stronger social cohesion
- Greater equality of opportunity
- More innovation and creativity
- Active and informed citizenship
- Peace and mutual understanding between peoples

# Multilingualism, Language education and Democracy

- Axe 1 — Language Education, Democracy, and Inclusion
- Axe 2 — Democracy and Minority Languages
- Axe 3 — Language Policy and Democracy
- Axe 4 — Language Practices and Migration
- Axe 5 — Multilingualism and digital citizenship

**International conference**
**Plurilingualism and language education, an invisible pillar of democracy?**
**Critical perspectives and contemporary perspectives**

En partenariat avec

## Submission of proposals

**Possible presentation formats:**

- Individual presentations (20-minute presentation followed by a 10-minute discussion);
- Symposia (90 minutes);
- Workshops (90 minutes);
- Escape games (90 minutes);
- Video (10 minutes, if unable to travel).

Presentations are open to practitioners in the field.
Note: All presentation formats (oral/PowerPoint) must be bilingual (English, French, or another language).

**Submission guidelines:**
Proposals must be submitted by October 10, 2026, via the *SciencesConf* conference platform: https://plurilingdemo.sciencesconf.org/
Proposals should be no more than 500 words and include bibliographic references. Each proposal must include two abstracts, presented in a bilingual format and including at least English, French, and/or Spanish.

# European language policy

MILLIONAIRE

How many official languages does the EU have?

☐ 2 (English and French)
☐ None as such
☐ As many as official state members (currently 24)
☐ 6 (Arabic, Chinese, English, French, Russian, Spanish)

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## Languages

The EU is characterised by its cultural and linguistic diversity, and the languages spoken in EU countries are an essential part of its cultural heritage. This is why the EU supports multilingualism in its programmes and in the work of its institutions.

The EU has 24 official languages:

Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish and Swedish.

When was the first European language-related policy passed?

- ☐ 1949
- ☐ 1951
- ☐ 1957
- ☐ 1958

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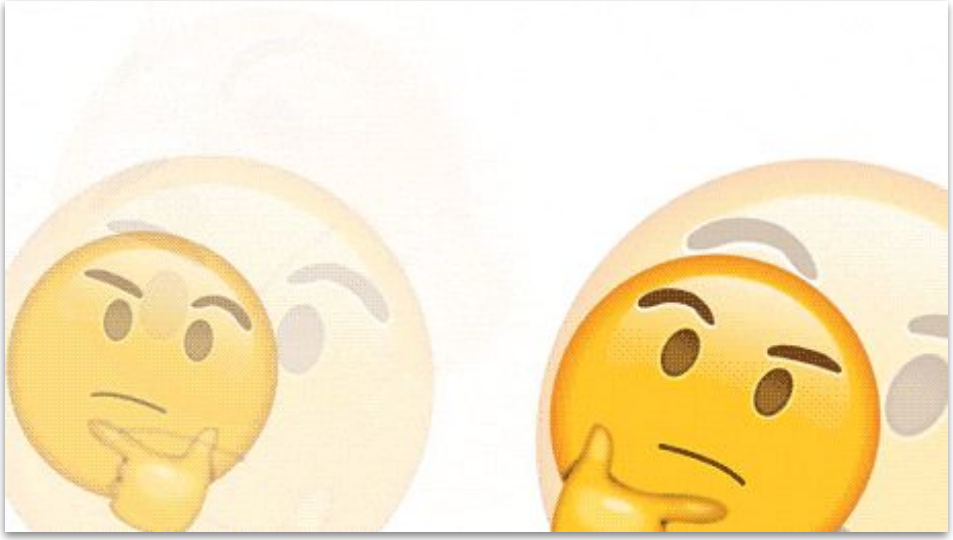
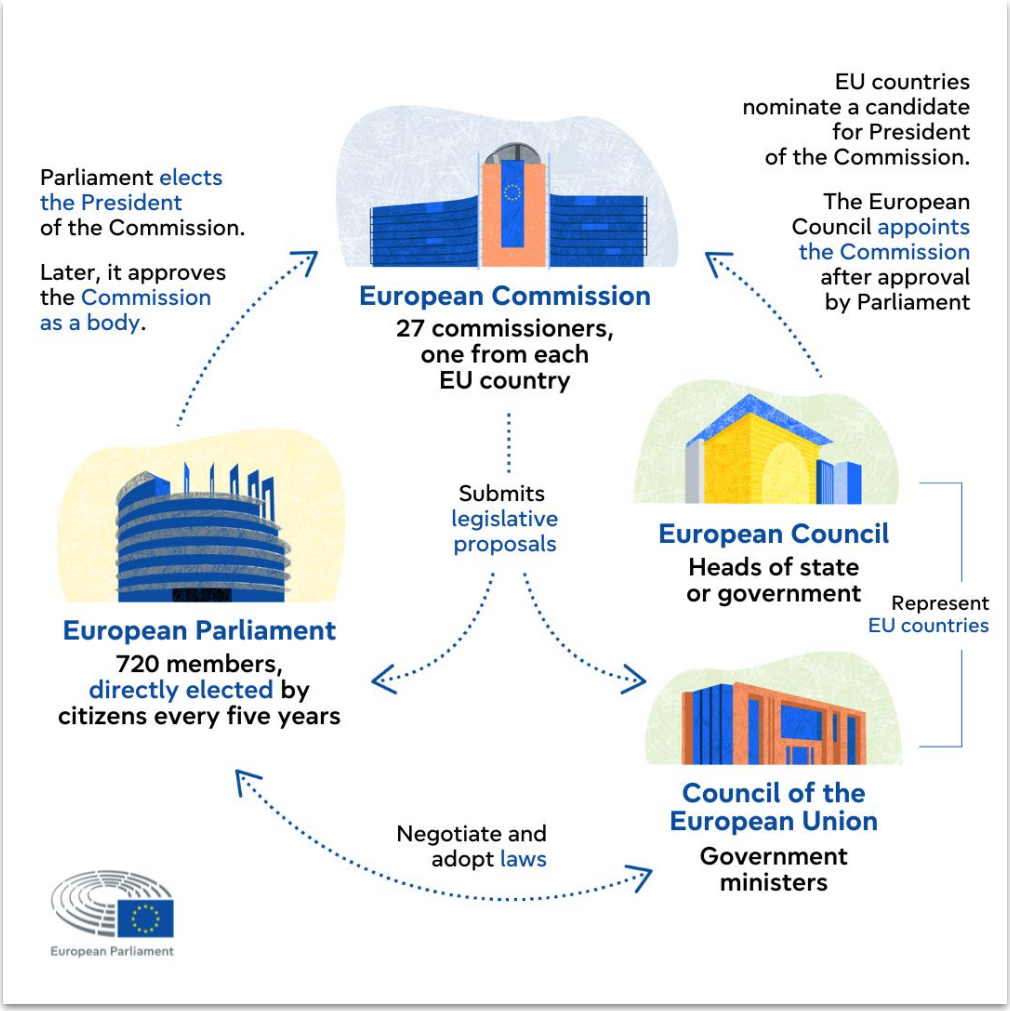
☐ 1951 : ECSC
☐ 1957 : Treaties of Rome (EEC)
☒ 1958 : (OJ 17, 6/10/1958)

*Article 1*

The official languages and the working languages of the institutions of the Community shall be Dutch, French, German and Italian.

# European language policy?






(https://www.europarl.europa.eu/topics/en/article/20240524STO21650/what-do-the-eu-institutions-do-infographic, las accessed 15 July 2026)

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Treaties of Rome
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European Economic Community languages
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First direct elections to the European Parliament
1979
Launch of the Erasmus Programme
1987
Maastricht Treaty
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Border-free travel begins in 7 countries
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The euro is born
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United Kingdom leaves the EU
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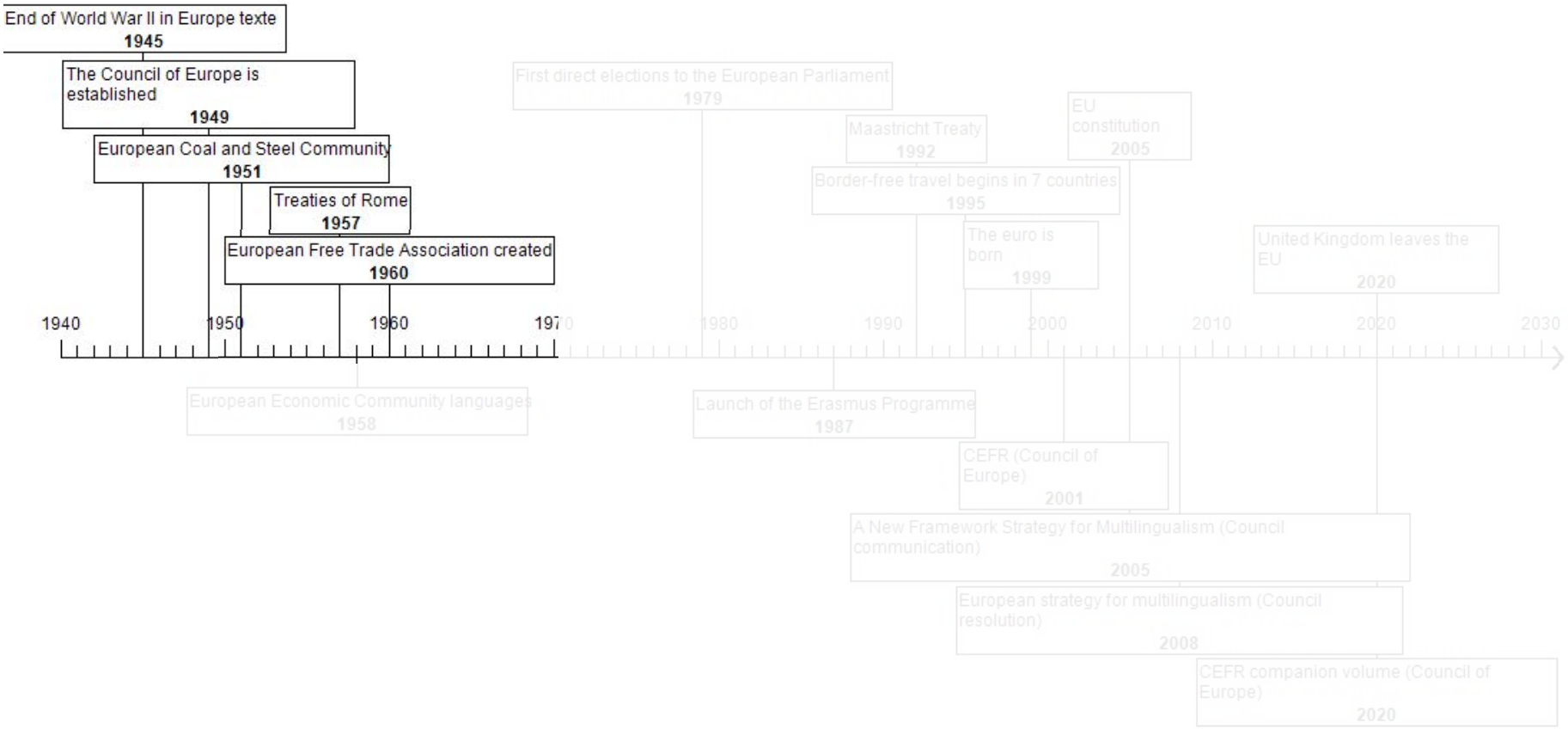
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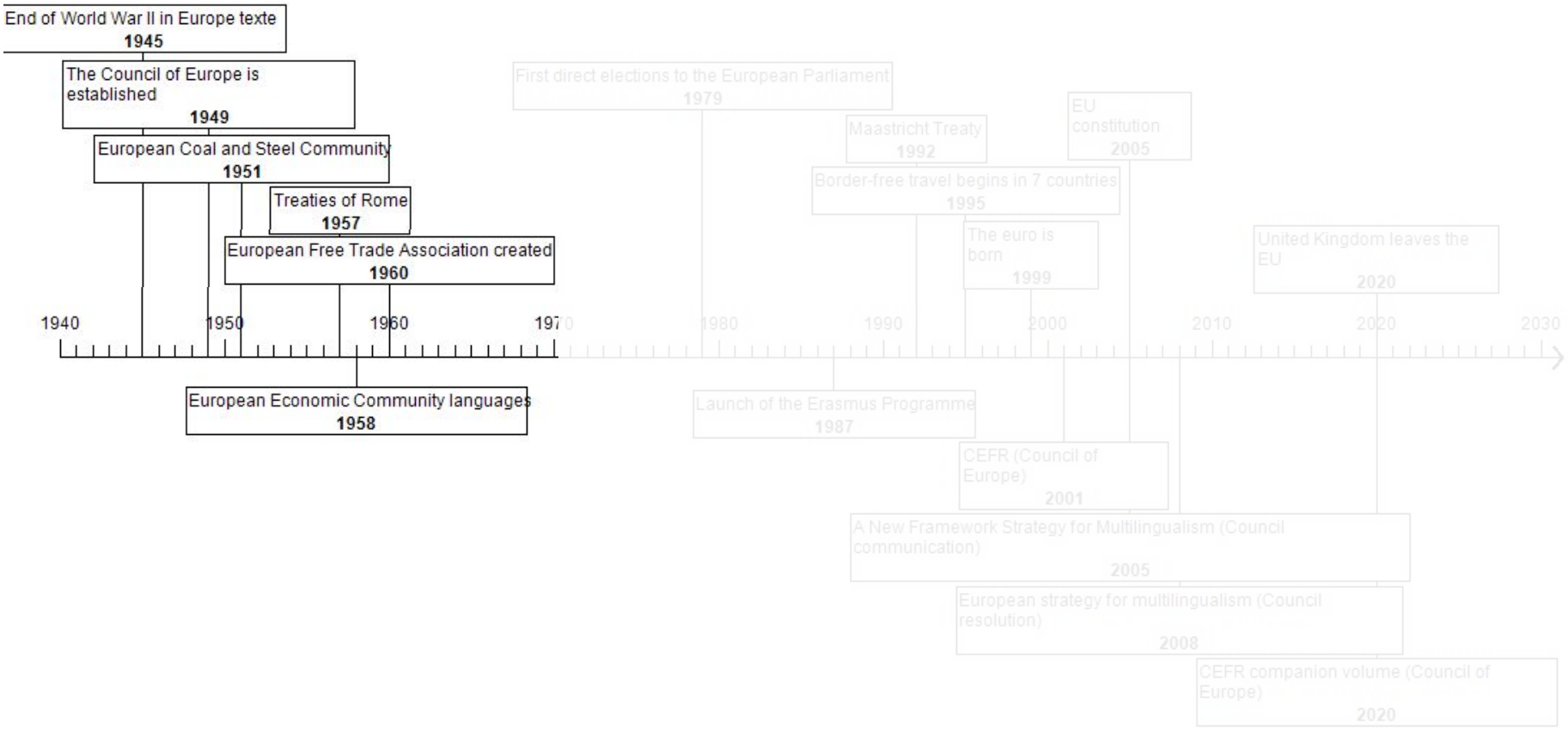
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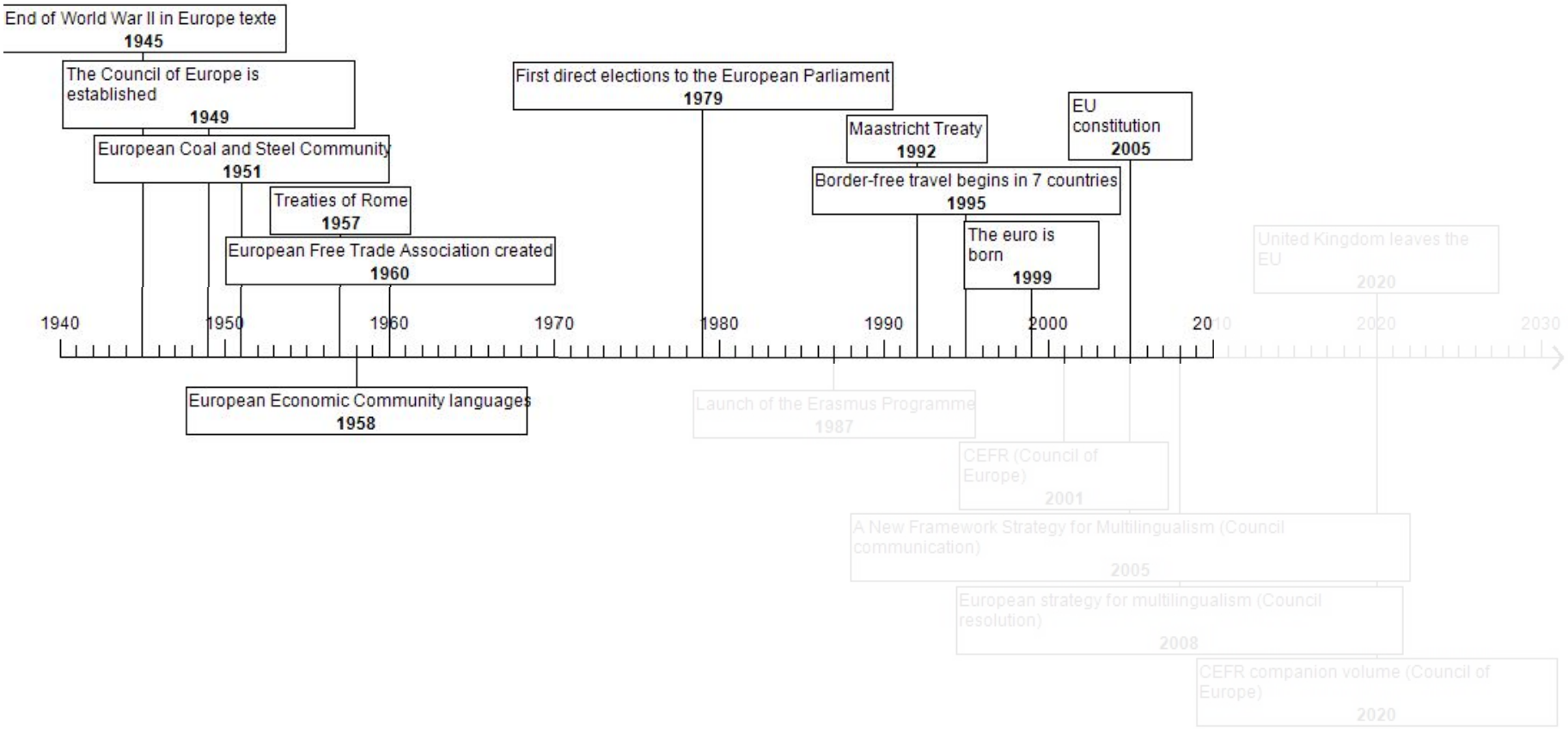
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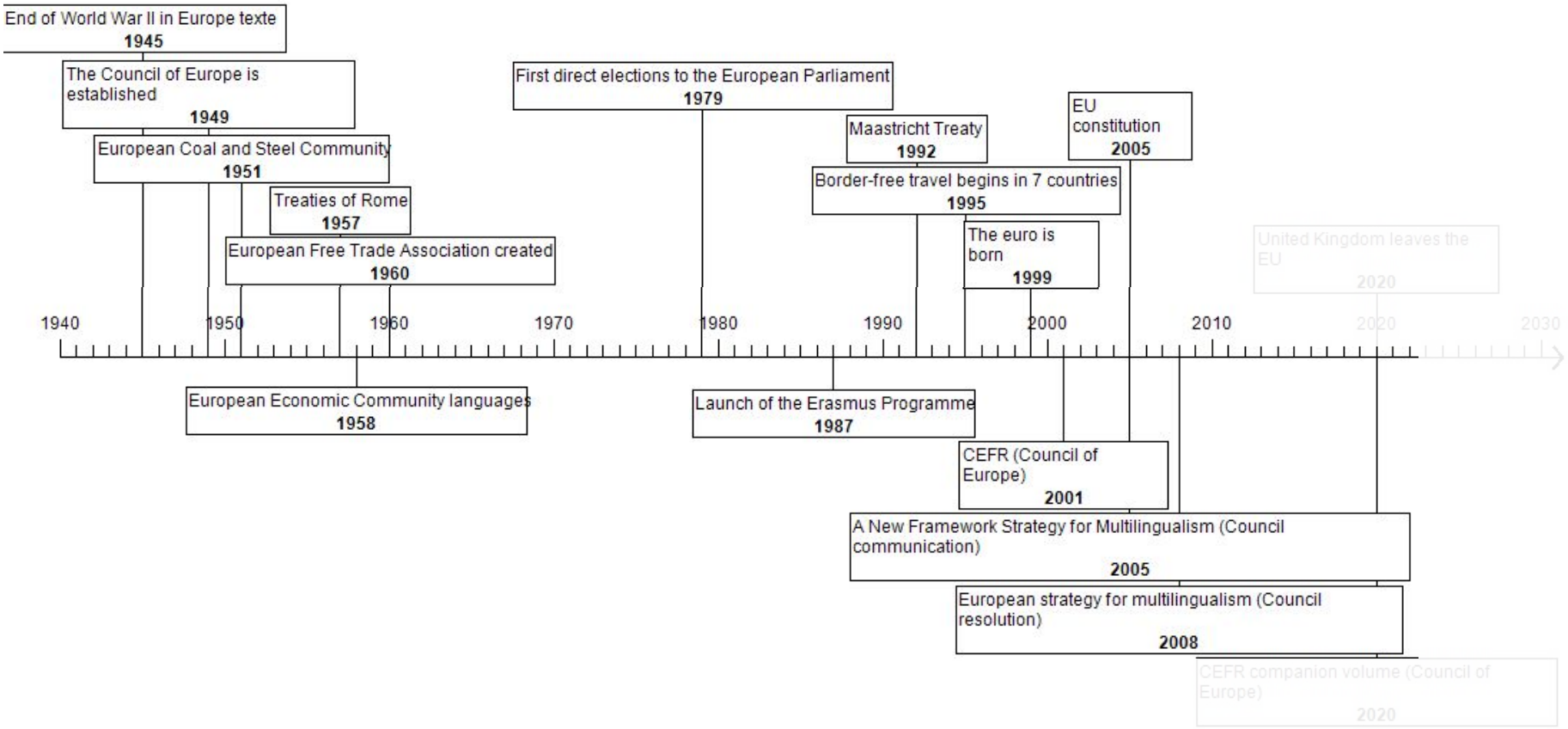
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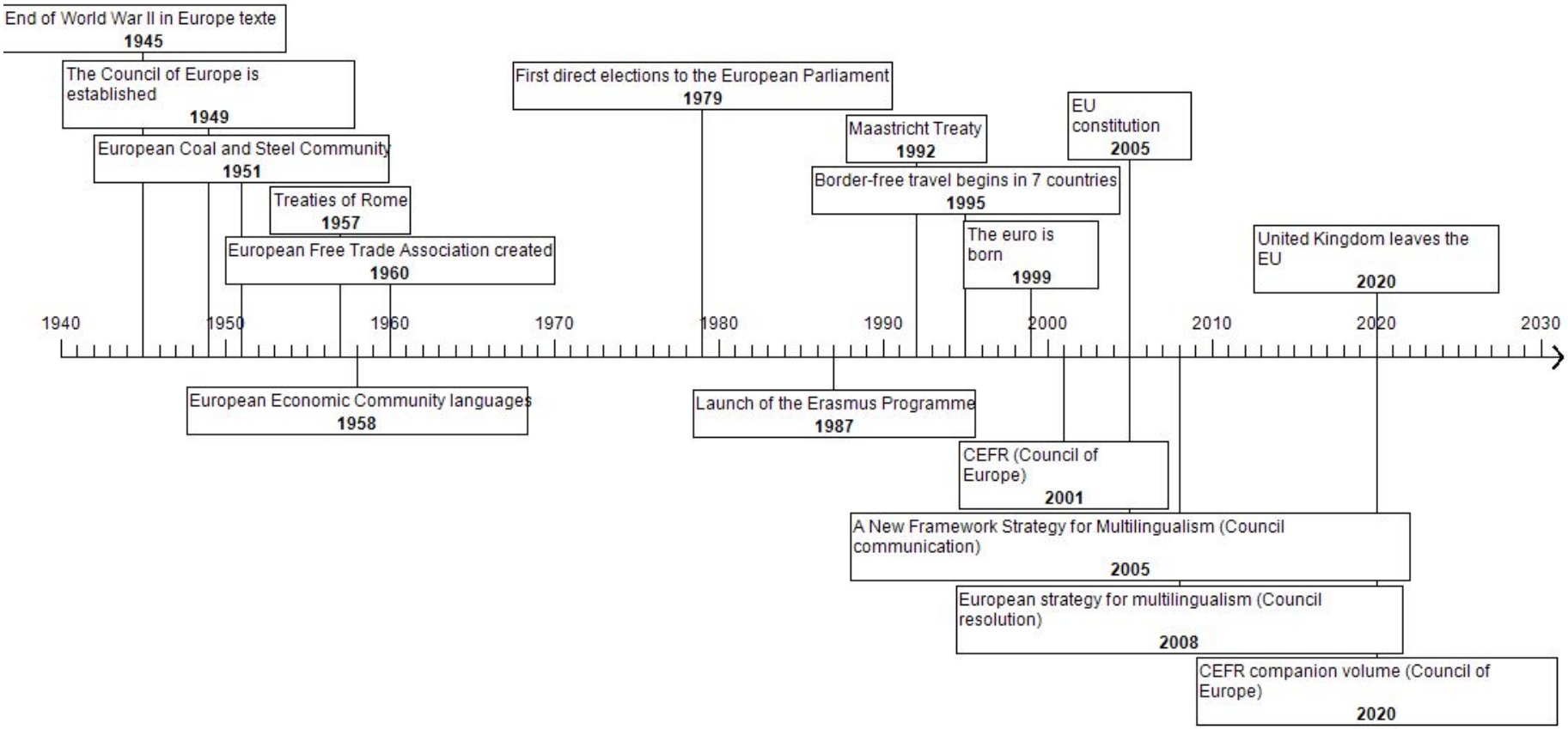
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COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

“To promote democracy, human rights and the rule of law across Europe and beyond”

(CEO website, last accessed 15 July 2026)

“to promote and protect Europe’s cultural diversity and participation in society”

“to help manage cultural diversity and promote democratic participation”

“to boost participation and social inclusion among young people in Europe, as well as to improve the recognition and quality of youth work”

| Competency Area | Expectation | Classroom / Professional Implication |
|---|---|---|
| Plurilingual and intercultural self-competence | Teacher education should promote “student teachers’ and teachers’ own plurilingual and intercultural competences as an essential dimension of their pedagogical competences.” | Teachers are expected to use their own language repertoires reflectively and treat multilingualism as a resource, not a deficit. [1] |
| Managing linguistic and cultural diversity | Teacher education should help teachers develop “the pedagogical competences needed to manage linguistic and cultural diversity for the benefit of all pupils and students.” | This includes challenging the idea that only one language should be used in class and learning how to work with different home languages and cultural backgrounds. [1] |
| Interactive and mediational communication | Teachers need “competences in interactive and mediational communication” in order to handle multilingual classrooms well. | Teachers should help learners connect languages and use mediation to support understanding and meaning-making. [1] |
| Academic language across the curriculum | All teachers are responsible for helping learners master the “academic language” of their subject and for drawing on learners’ linguistic and cultural resources. | Teachers should make language demands visible and support literacy, subject terminology, and cross-curricular language development. [1] |
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| Collaboration, mobility, and action research | Teacher development should include mobility and action research. | Teachers are expected to work with colleagues across languages and subjects, and to improve practice through reflection and evidence. [1] |

| Competency Area | Expectation | Classroom / Professional Implication |
|---|---|---|
| Plurilingual and intercultural self-competence | Teacher education should promote “student teachers’ and teachers’ own plurilingual and intercultural competences as an essential dimension of their pedagogical competences.” | Teachers are expected to use their own language repertoires reflectively and treat multilingualism as a resource, not a deficit. [1] |
| Managing linguistic and cultural diversity | Teacher education should help teachers develop “the pedagogical competences needed to manage linguistic and cultural diversity for the benefit of all pupils and students.” | This includes challenging the idea that only one language should be used in class and learning how to work with different home languages and cultural backgrounds. [1] |
| Interactive and mediational communication | Teachers need “competences in interactive and mediational communication” in order to handle multilingual classrooms well. | Teachers should help learners connect languages and use mediation to support understanding and meaning-making. [1] |
| Academic language across the curriculum | All teachers are responsible for helping learners master the “academic language” of their subject and for drawing on learners’ linguistic and cultural resources. | Teachers should make language demands visible and support literacy, subject terminology, and cross-curricular language development. [1] |
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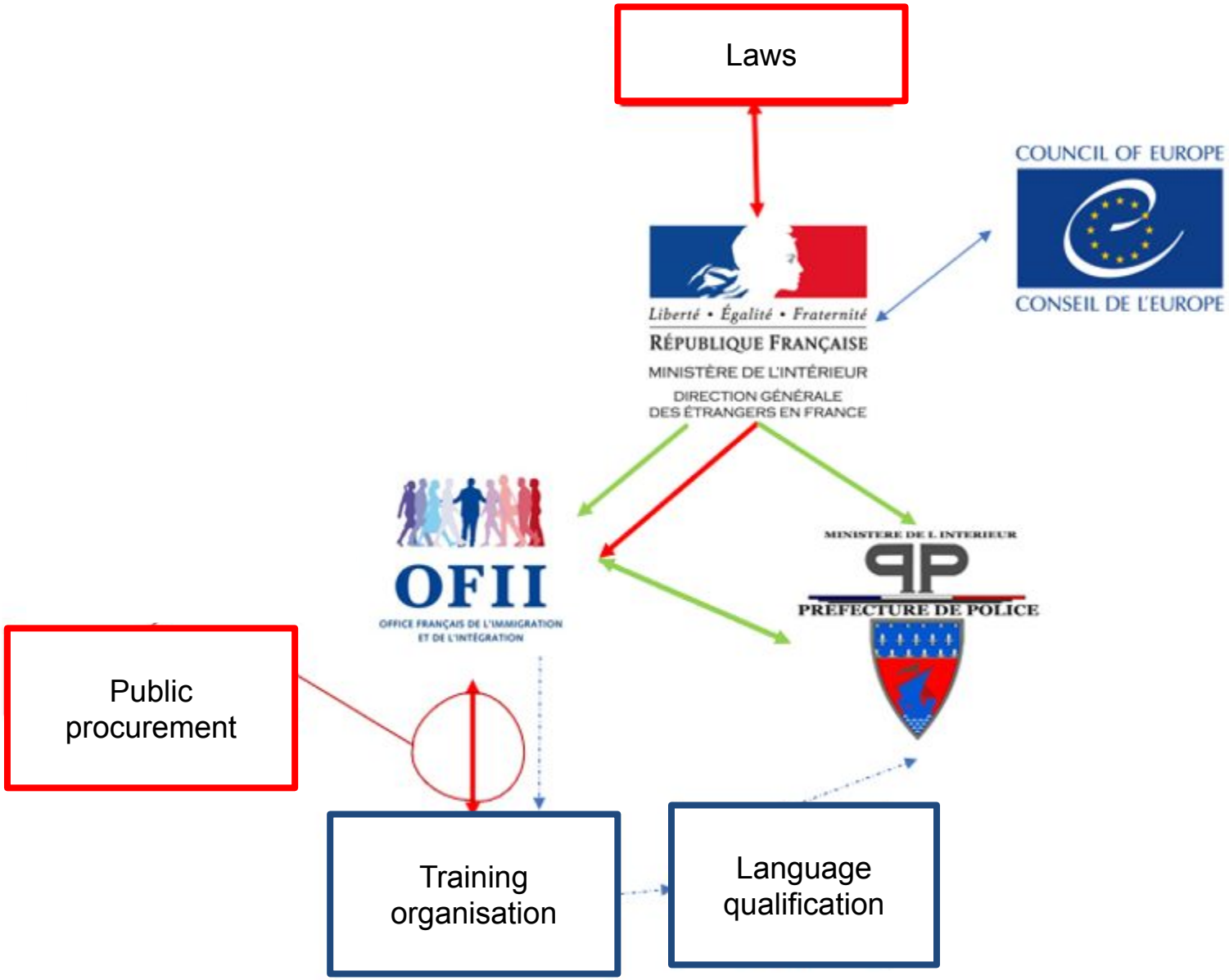
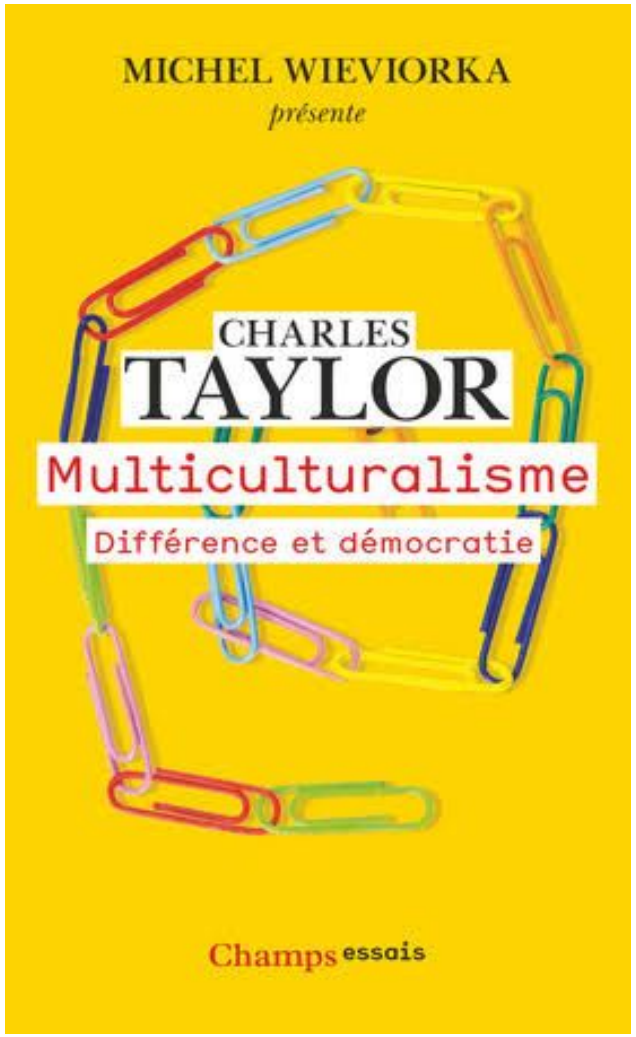
# Democratic resilience

# OFII's institutional network of French language courses

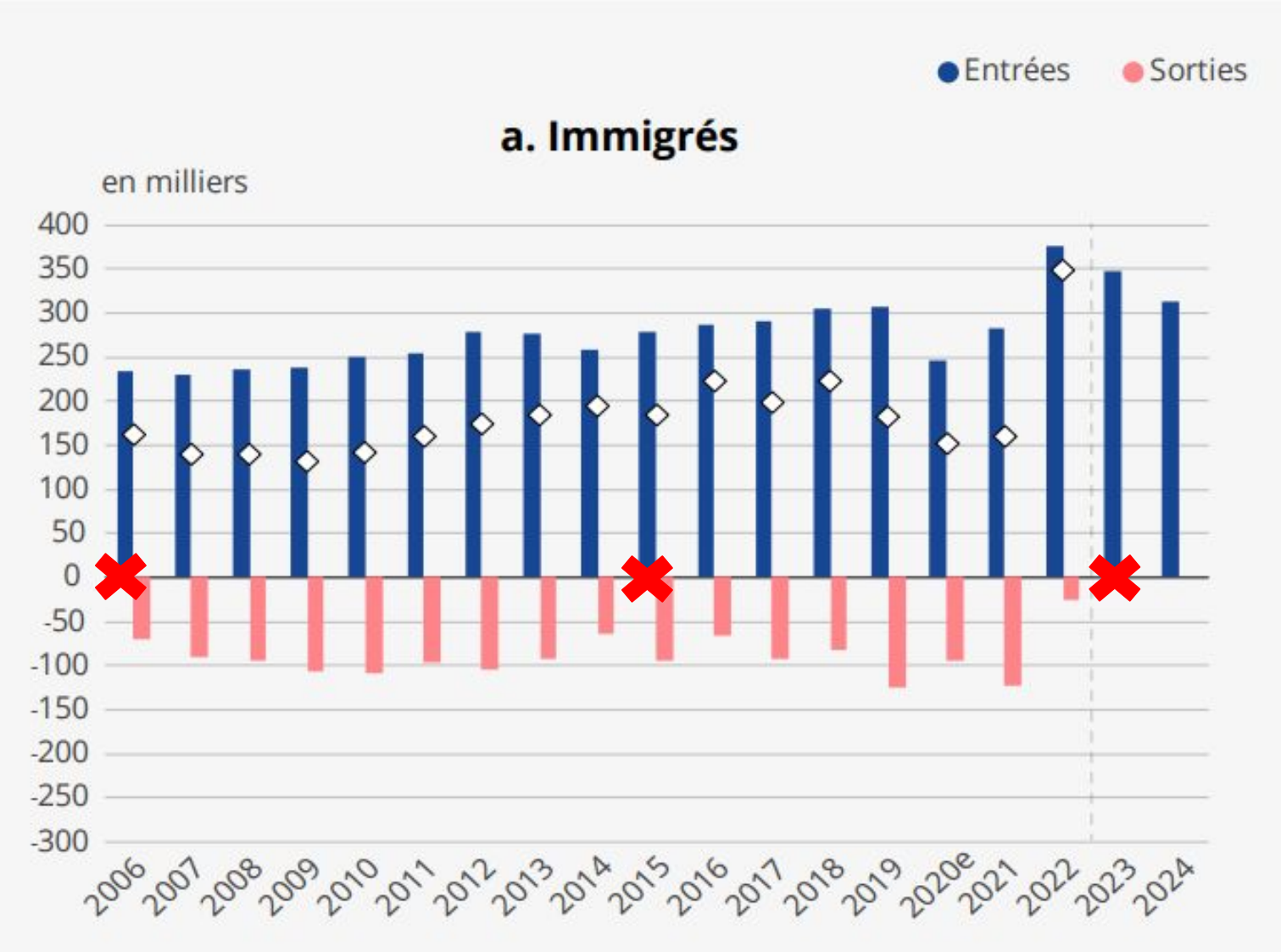


Democratic resilience “refers to the capacity of a given political order to perpetuate itself despite social upheavals, conflicts over legitimacy, economic transformations or internal cultural—or even religious—dissension” and “its ability to endure as a sovereign entity within a field of geopolitical interactions” subject to “power dynamics”.

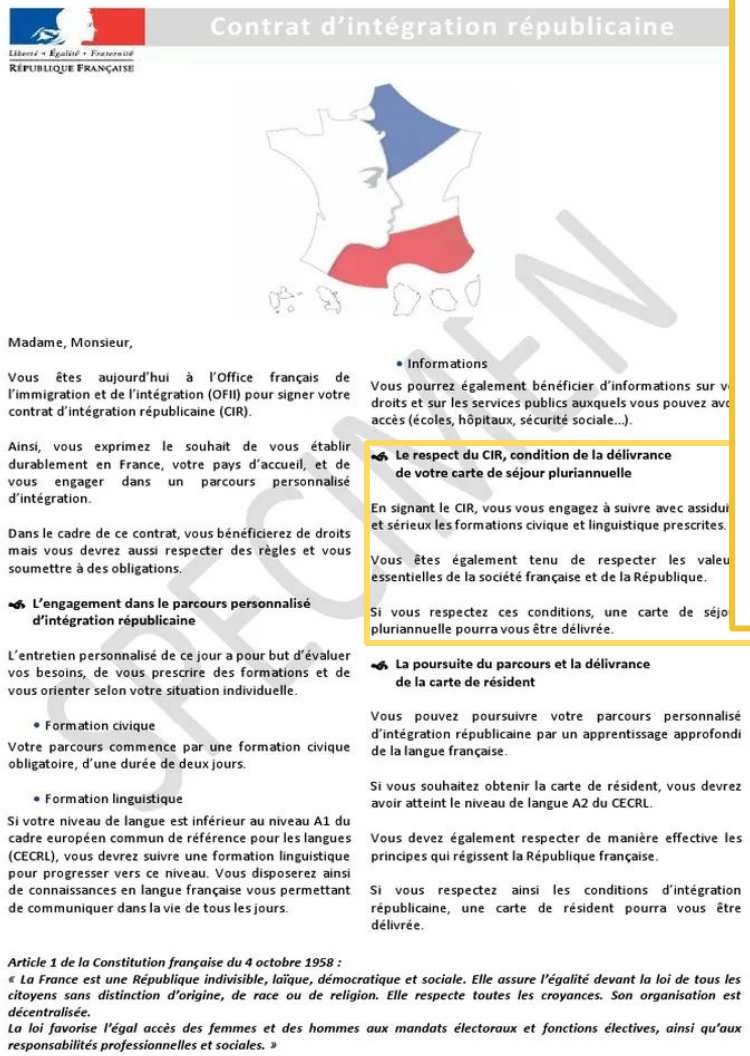
https://www.sciencespo.fr/cevipof/fr/actualites/double-resilience-democratique-le-nouveau-grand-debat/



## 2. Flux migratoires depuis 2006



# Republican Integration Contract



Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

## Contrat d'intégration républicaine

Madame, Monsieur,

Vous êtes aujourd'hui à l'Office français de l'immigration et de l'intégration (OFII) pour signer votre contrat d'intégration républicaine (CIR).

Ainsi, vous exprimez le souhait de vous établir durablement en France, votre pays d'accueil, et de vous engager dans un parcours personnalisé d'intégration.

Dans le cadre de ce contrat, vous bénéficierez de droits mais vous devrez aussi respecter des règles et vous soumettre à des obligations.

**L'engagement dans le parcours personnalisé d'intégration républicaine**

L'entretien personnalisé de ce jour a pour but d'évaluer vos besoins, de vous prescrire des formations et de vous orienter selon votre situation individuelle.

- Formation civique

Votre parcours commence par une formation civique obligatoire, d'une durée de deux jours.

- Formation linguistique

Si votre niveau de langue est inférieur au niveau A1 du cadre européen commun de référence pour les langues (CECRL), vous devrez suivre une formation linguistique pour progresser vers ce niveau. Vous disposerez ainsi de connaissances en langue française vous permettant de communiquer dans la vie de tous les jours.

- Informations

Vous pourrez également bénéficier d'informations sur v
droits et sur les services publics auxquels vous pouvez avo
accès (écoles, hôpitaux, sécurité sociale...).

**Le respect du CIR, condition de la délivrance de votre carte de séjour pluriannuelle**

En signant le CIR, vous vous engagez à suivre avec assidui
et sérieux les formations civique et linguistique prescrites.

Vous êtes également tenu de respecter les valeu
essentielles de la société française et de la République.

Si vous respectez ces conditions, une carte de séjo
pluriannuelle pourra vous être délivrée.

**La poursuite du parcours et la délivrance de la carte de résident**

Vous pouvez poursuivre votre parcours personnalisé d'intégration républicaine par un apprentissage approfondi de la langue française.

Si vous souhaitez obtenir la carte de résident, vous devrez avoir atteint le niveau de langue A2 du CECRL.

Vous devez également respecter de manière effective les principes qui régissent la République française.

Si vous respectez ainsi les conditions d'intégration républicaine, une carte de résident pourra vous être délivrée.

***Article 1 de la Constitution française du 4 octobre 1958 :***
***« La France est une République indivisible, laïque, démocratique et sociale. Elle assure l'égalité devant la loi de tous les citoyens sans distinction d'origine, de race ou de religion. Elle respecte toutes les croyances. Son organisation est décentralisée.***
***La loi favorise l'égal accès des femmes et des hommes aux mandats électoraux et fonctions électives, ainsi qu'aux responsabilités professionnelles et sociales. »***

SPECIMEN

"By signing the CIR, you agree to diligently and seriously complete the required civic and language training courses. You are also required to respect the core values of French society and the Republic. If you meet these conditions, you may be issued a multi-year residence permit."

MINISTÈRE DE L'INTÉRIEUR
Liberté
Égalité
Fraternité

OFII
OFFICE FRANÇAIS DE L'IMMIGRATION ET DE L'INTÉGRATION

## L'éducation et la culture :

## vie pratique et vie publique

A titre indicatif

| CHAMP et DOMAINE | OBJECTIFS PEDAGOGIQUES | CONTENU | MODALITES PEDAGOGIQUES | SUPPORTS ET OUTILS |
|---|---|---|---|---|
| L'éducation et la culture<br><br>S1 | **Principes du système éducatif**<br><br>**Compétences** :<br>Identifier, nommer et situer l'organisation du système scolaire français<br>Se repérer dans l'année à partir d'un calendrier scolaire<br><br>**Faits de langue** :<br>vocabulaire de l'école : maître/sse, camarades, les temps scolaires, péri-scolaires, les vacances<br>les horaires, situer dans une journée, dans une semaine, dans une année<br>vocabulaire des vacances, des loisirs | **L'éducation comme priorité nationale** :<br>Importance accordée par la société française à l'école et à l'organisation des loisirs<br><br>**Doxa** :<br>devoir de prendre en charge l'éducation de ses enfants dans un sens conforme à celui du pays d'accueil<br>obligation de scolarité pour les enfants de moins de 16 ans | Schéma heuristique<br>Association de mots/images<br>Repérer l'intrus pour associer/dissocier | ***Photos d'enfants en classe, dans la cour de récréation, à la rentrée, etc.***<br>***Deux vidéos courtes illustrant des centres de loisirs, des centres de vacances, calendrier scolaire*** |
| | **Organisation en 4 niveaux**<br><br>**Compétences** :<br>Découvrir les différents types | **Maternelle /primaire**<br>Les objectifs de l'école maternelle, l'importance | | |

"Education as a national priority: the importance that French society places on school and the organization of leisure activities. The obligation to provide for one's children's education in a manner consistent with that of the host country" (OFII & Ministry of the Interior, 2019, p. 1).

Discovery Exploration Understanding

| Niveaux CECRL | → A1.1 | | |
|---|---|---|---|
| Étapes : | Découverte | Exploration | Appropriation |
| Macro-descripteurs | | | |
| Activités socio - langagières : compréhension écrite (CE), production écrite (PE), interaction écrite(IE) | | | |
| PE - Essais et rapports *(rendre compte d'activités ou d'un évènement)* | | | |
| *Supports / documents / ressources* | | | |
| IE - Écrire pour interagir *(correspondance + laisser un message)* | → Libelle une enveloppe (avec une faible maîtrise de l'espace graphique) pour un destinataire connu en prélevant ses coordonnées dans le courrier auquel il/elle répond.<br>→ Sur les réseaux sociaux ou en réponse à un SMS, réagit à une image, une vidéo, ou à un message très simple (ex. "bon anniversaire") illustré d'une image, par un émoticône exprimant son avis ou sentiment. | → Libelle une enveloppe (avec une relative maîtrise de l'espace graphique) pour un destinataire connu en prélevant ses coordonnées dans le courrier auquel il/elle répond.<br>→ Prépare une lettre à un interlocuteur connu pour lui répondre en prélevant et replaçant au bon endroit les coordonnées de l'émetteur et du destinataire.<br>→ Sur les réseaux sociaux ou en réponse à un SMS, réagit à une image, une vidéo, ou à un message très simple (ex. "bon anniversaire"), par un émoticône et quelques mots très simples exprimant son avis ou son sentiment (ex. "merci beaucoup", "super", …). | → Communique quelques informations sur des évènements de sa vie quotidienne (message informel de 10-15 mots).<br>→ Utilise à bon escient et remplit un imprimé de lettre recommandée avec accusé de réception.<br>→ Sur les réseaux sociaux ou en réponse à un SMS, réagit à une image, une vidéo, à un message très simple, ou émet un message très simple d'env. 10-15 mots. |
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address an envelope to a known recipient

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blank envelopes or envelopes pre-filled by government agencies

# Other language education and policy related European networks

- Non funded international research network engaging in **plurilingualism**, **language education** and **language learning** since 1998
- Currently directed by Stephan Breidbach + BoD
- Special consideration to the social impact of **mobility**, **migration**, **class**, and **gender** as expressions of **linguistic/cultural empowerment and integration**
- Research, curriculum development in language teacher education, study in plurilingual, doctoral workshops & colloquia, summer/winter schools, expert seminars

- Peer-reviewed, online journal published on behalf of LANGSCAPE
- Language and communication studies, interdisciplinary and international educational contexts, relating inter alia to linguistic, cultural, sociological, political, and psychological fields
- Contributions are accepted in English, French, Spanish, and German. Further languages may be considered according to editorial and peer-review capacities
- Yearly issue, n. 9 due December 2026

Vol. 1/2018: **Plurilingualism** Today: Looking Back and Forward (9 art)

Vol. 2/2019: Migration movements and identities in European societies. Implications on **multi-/plurilingualism in the education system** (9 art)

Vol. 3/2021: Language Teacher Education and **Plurilingualism** in Digital Learning Environments (9 art)

Vol. 4/2021: **Pluri- and Multilingualism** in Initial Language Teacher Education and Training (8 art)

Vol. 5/2022: **Multilingualism** in Virtual Communication and Encounters. New Approaches to Educational Contexts (7 art)

Vol. 6/2023: **Plurilingualism** and Language Policies in Tertiary/Higher Education and Research in Europe and Beyond (9 art)

Vol. 7/2024: Reading and teaching **multilingual literary texts** (9 art)

Vol. 8/2025: Connecting family and **school language policies** (9 art)

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plurilingual
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bilingual
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d'un
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competence
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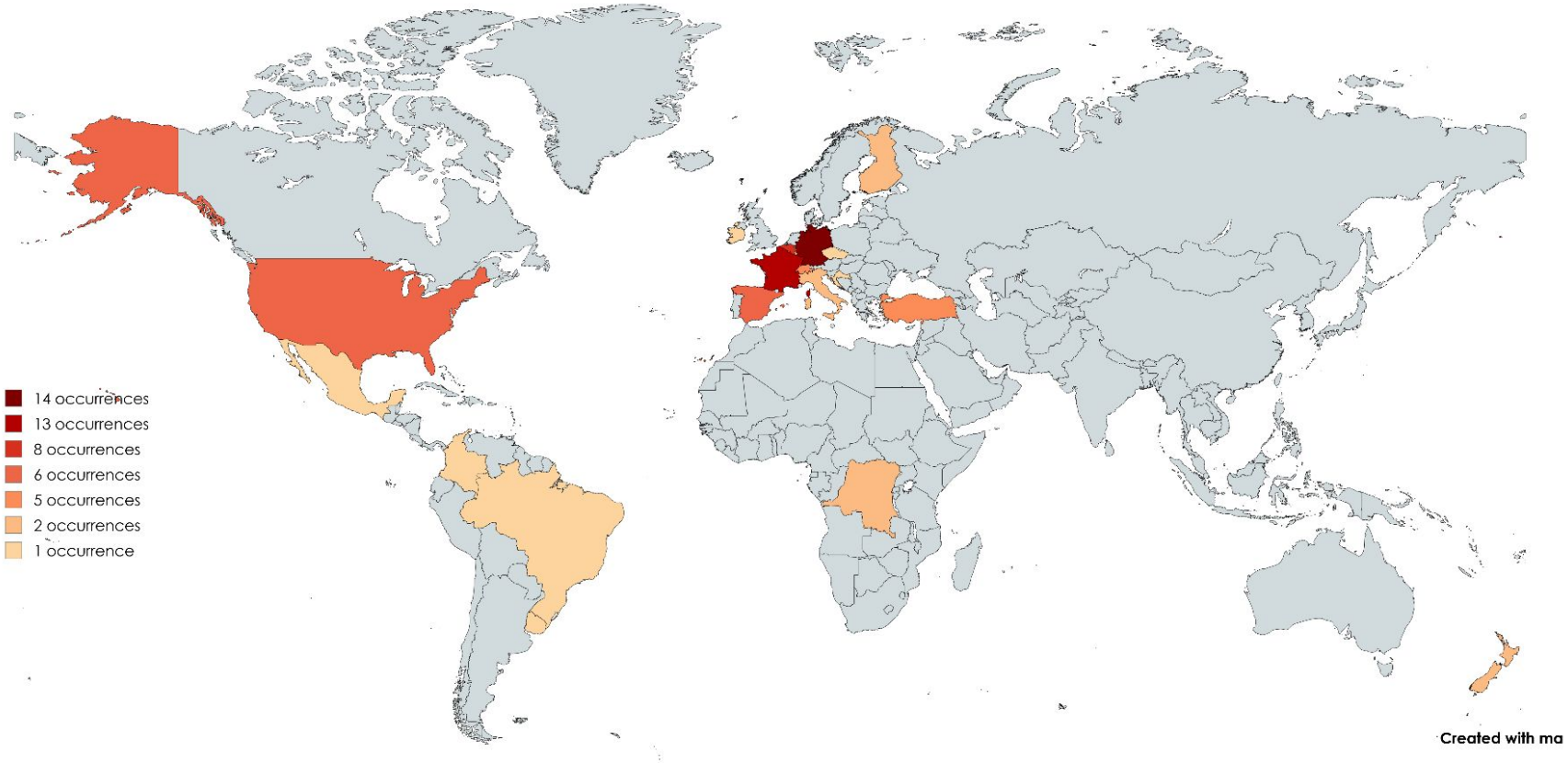
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# ENROPE

European Network for Junior Researchers in the Field of Plurilingualism and Education

## Phase 1: ENROPE as Langscape initiative

Langscape is an international research network focused on plurilingualism, language education and language learning, founded in 1998. To qualify and support early career researchers, a team of Langscape members initiated the ENROPE project and successfully secured a 3-year Erasmus+ grant.

Learn more >

## Phase 2: ENROPE as Erasmus+ project

The Erasmus+ project ENROPE (project no. 2018-1-DE01-KA203-004253) was conducted from September 2018 to August 2021 by a consortium comprising nine partner institutions. In addition to hosting three Intensive Study Programs for early career researchers in Berlin, Paris, and Barcelona, the initiative produced an e-portfolio, a qualification handbook, and an online platform.

Learn more >

Co-funded by the Erasmus+ Programme of the European Union

## Phase 3: ENROPE as an open and dynamic network

Since the end of the Erasmus+ project, we have continued to work together. Our current focus is on three main activities: summer and winter schools, online colloquia, and special interest groups. We are also eager to welcome new members and embrace fresh ideas.

Learn more >

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## Phase 3: ENROPE as an open and dynamic network

Since the end of the Erasmus+ project, we have continued to work together. Our current focus is on three main activities: summer and winter schools, online colloquia, and special interest groups. We are also eager to welcome new members and embrace fresh ideas.

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# ENROPE

European Network for Junior Researchers in the Field of Plurilingualism and Education

## Phase 1: ENROPE as Langscape initiative

Langscape is an international research network focused on plurilingualism, language education and language learning, founded in 1998. To qualify and support early career researchers, a team of Langscape members initiated the ENROPE project and successfully secured a 3-year Erasmus+ grant.

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## Phase 2: ENROPE as Erasmus+ project

The Erasmus+ project ENROPE (project no. 2018-1-DE01-KA203-004253) was conducted from September 2018 to August 2021 by a consortium comprising nine partner institutions. In addition to hosting three Intensive Study Programs for early career researchers in Berlin, Paris, and Barcelona, the initiative produced an e-portfolio, a qualification handbook, and an online platform.

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# Summary of the conference

**International conference**
**Plurilingualism and language education, an invisible pillar of democracy?**
**Critical perspectives and contemporary perspectives**

En partenariat avec

## Submission of proposals

**Possible presentation formats:**

- Individual presentations (20-minute presentation followed by a 10-minute discussion);
- Symposia (90 minutes);
- Workshops (90 minutes);
- Escape games (90 minutes);
- Video (10 minutes, if unable to travel).

Presentations are open to practitioners in the field.
Note: All presentation formats (oral/PowerPoint) must be bilingual (English, French, or another language).

**Submission guidelines:**
Proposals must be submitted by October 10, 2026, via the *SciencesConf* conference platform: https://plurilingdemo.sciencesconf.org/
Proposals should be no more than 500 words and include bibliographic references. Each proposal must include two abstracts, presented in a bilingual format and including at least English, French, and/or Spanish.