

*strategy for the*  
CORNISH LANGUAGE



ENGLISH

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# Advisory Group

Representatives from the following organisations:

Agan Tavas

Cornwall County Council (members and officers)

Cussell an Tavas Kernuak

Dalva

District Councils

Gorseth Kernow

Government Office for the South West

Institute of Cornish Studies

Kesva an Taves Kernewek

Kowethas an Taves Kernewek

# Steering Group

Representatives of Cornwall County Council and Government Office South West and five members chosen by the language community.

George Ansell (Chair)

Maureen Pierce

Andrew Climo-Thompson

Ken George

Vanessa Beeman

Tony Steele (GOSW)

John Sawle (CCC)

Jenefer Lowe (CCC)

# Chairmen's foreword



This first Strategy for the Cornish Language has been developed as the initial step in the implementation of Part II of the Council of Europe Charter for Regional and Minority Languages, under which Cornish was specified in March 2003. The Government, through Government Office South West, opened discussions with Cornwall County Council about the need to consult with language groups. As a result Cornwall County Council formed an Advisory Group, which included representatives of Cornish language organisations as well as Government Office for the South West, councillors and officers of the Council. The Council of the Isles of Scilly was kept informed of progress throughout. The Advisory Group recognises that ownership of the language lies with the people of Cornwall and Scilly. From this Advisory Group an eight-strong Steering Group was appointed which set about the task of consulting widely prior to writing the Strategy.

The response to this public consultation has been heartening: we now have a clear understanding of the aspirations of the people of Cornwall for their language. We have been minded throughout of the need to report quickly in order to sustain confidence in the process and ensure that the development of the language should not be stalled. Whilst many differing views have been put forward, a clear vision of Cornish as a widely-spoken community language has emerged during the process. This Strategy recognises that there is a long way to travel to achieve this long-term vision but it offers a realistic, step by step approach towards that goal, and it will need to be reviewed regularly in the light of progress. The development of Cornish cuts across all policy areas of government but we are confident that with the goodwill of all concerned the vision can be realised.

We would like to acknowledge the assistance given to the consultation process by the six district councils and extend our thanks to facilitator Vicki Howard and to those many councillors who showed a personal interest in the Strategy. Special thanks should go to the members of the Steering Group for their commitment and dedication, especially to Arts Officer Jenefer Lowe, whose tireless enthusiasm kept the whole process moving forward. We are also grateful to the Office of the Deputy Prime Minister and to the Government Office for the South West, both of which have wholeheartedly supported the development of this Strategy.

We are also indebted to the Government of the Isle of Man, particularly to the Minister for Education, the Hon. Steve Rodan, the Manx Language Office, Phil Kelly and to Phil Gawne and his colleagues in Tynwald. They have all been generous in their help and advice during and since the visit of the Cornish delegation in January 2004, for which we are very grateful.

It is our belief that the recommendations contained in this Strategy will attract widespread public support and are confident that the objectives in language planning are achievable. Cornwall now has a unique opportunity to develop the use and knowledge of its ancient language throughout the community, enriching the lives of future generations and consolidating a Cornish identity; one that is so important within a multilingual Europe.

**Cllr John Lobb**  
*Chairman, Cornish Language  
 Strategy Advisory Group*

**George Ansell**  
*Chairman, Cornish Language  
 Strategy Steering Group*

*Truro, 2004.*

# The last hundred years

The Cornish language remained a topic of popular interest during the nineteenth century, despite its supposed demise as a spoken language around 1800. Almanacs, lectures and pamphlets about Cornish, as well as dialect words, place-names and surnames, ensured the language remained a living part of Cornish culture. But it was Henry Jenner who re-invigorated the revival by his *Handbook of the Cornish Language*, published exactly one hundred years ago. He and Robert Morton Nance worked tirelessly on behalf of the language in the first half of the twentieth century. Nance published *Cornish For All* in 1929 and A.S.D. Smith followed this up with *Lessons in Spoken Cornish* in 1931, providing the foundations for what became known as Unified Cornish. A dictionary of Unified Cornish was produced by Nance in the 1930s and this stimulated a growing interest in the language.

The foundation of the Cornish Gorseth in 1928 encouraged the use of Cornish. Building on this, the Cornish Language Board was formed in 1967 to organise and supervise examinations in Cornish and publish books. Many Cornish texts and books for learners followed, published by the Language Board and by others. Greater emphasis on the spoken language emerged in the 1970s and this encouraged attempts to provide more outlets for speaking Cornish. As a result, gatherings to chat in Cornish (known as 'Yeth an Weryn') are regularly held up and down Cornwall. In addition to these semi-formal occasions for Cornish use, a number of families began to use Cornish as an everyday medium of communication. For the first time since the early 1800s there are now people living in Cornwall who have been brought up in a bilingual environment.

In the 1980s new research into traditional Cornish opened up a debate about the most appropriate spelling for the modern language. This debate has resulted in several diverse approaches to Cornish. These have, however, enhanced our knowledge of the language in its vernacular phase. In addition, new sources continue to be discovered. For example, the sixteenth century Tregear Homilies were discovered in 1949 and recently the text of a hitherto unknown play, *Beunans Ke*, was uncovered in Wales. All this serves to reinforce the impression that Cornish is a dynamic language which has the potential to thrive in an atmosphere of healthy pluralism. Interest in the traditional texts of Cornish is now world-wide and over the past decade there has been a noticeable surge in the use of the language by businesses, the voluntary sector and ordinary people in Cornwall. Today, several spelling conventions for Cornish attest to a lively interest in the language. Furthermore, there is a growing recognition of the need to work together to build a future for the language and meet the aspirations of its growing number of speakers and sympathisers.

# Recognition of Cornish under the European Charter for Regional and Minority Languages – What it means

When Nick Raynsford, the Minister for Local and Regional Government, announced on 5 November 2002 the UK Government's decision to recognise Cornish as falling under Part II (Article 7) of the European Charter for Regional or Minority Languages, he emphasised this as a positive step in acknowledging the symbolic importance of the Cornish language to Cornish identity and heritage.

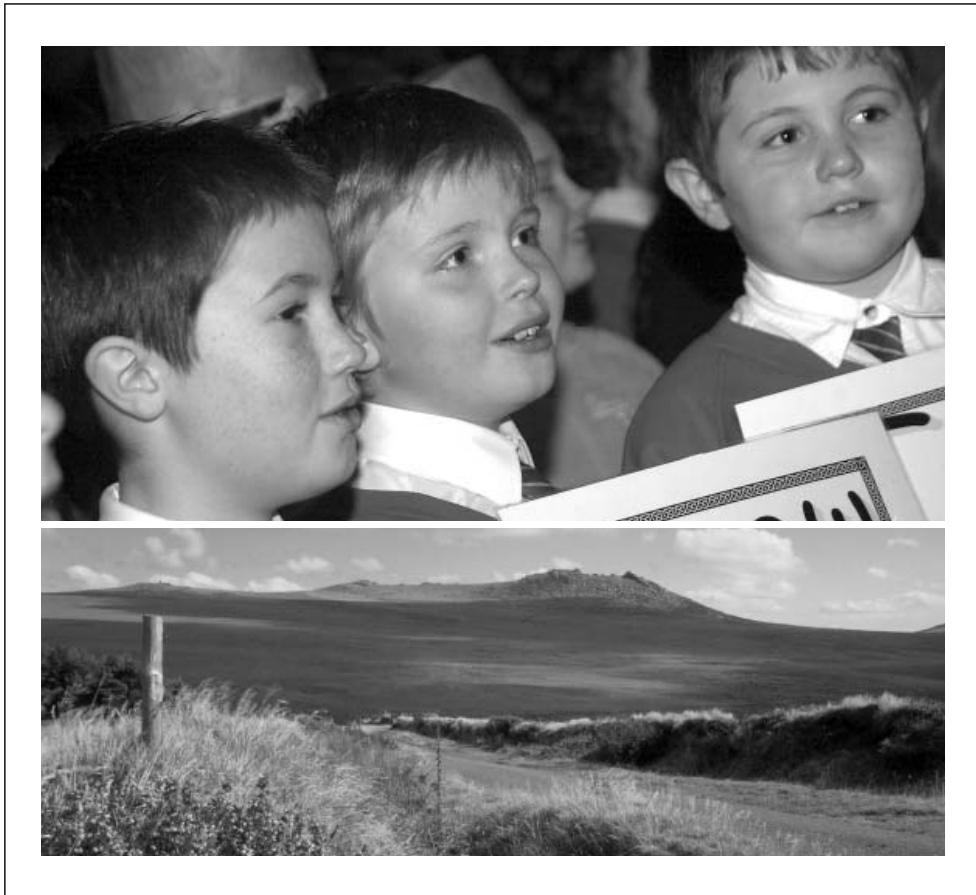
## **So what does recognition under the Charter mean in practice?**

The purpose of the Charter is to protect and promote the historical regional or minority languages of Europe for the contribution they make to Europe's cultural diversity and historical traditions; and because some of them are in danger of extinction.

Member State signatories (Governments) are required to base their policies, legislation and practice on the objectives and principles set out in Part II of the Charter, which include: recognising such languages as an expression of cultural wealth, respecting the geographical area in which they are used, facilitating their use; and the provision of forms and means of teaching and study. The Charter recognises that the circumstances of individual languages may vary considerably so it looks to Governments to do what is reasonable and appropriate according to the situation of the language.

Governments have, in addition, discretion to decide which languages to specify under Part III of the Charter, which sets out detailed provisions for the active promotion of languages in public life. The UK Government decided in the case of Cornish, as with Scots and Ulster Scots, that recognition under Part II is sufficient and reasonable according to the situation of the language.

The Charter requires the UK Government to ensure that the needs and wishes of Cornish speakers and people wanting to learn Cornish are taken into consideration in implementing Part II. This will be an ongoing process, but the public consultations held to inform the development of this strategy for the language have enabled those needs and wishes to be captured at an early stage.



The Charter is enforced by a system of periodic reporting by Governments to the Council of Europe's Independent Committee of Experts. The UK Government's first formal report on Cornish will be in July 2005. The Committee reported favourably on the preliminary work done in respect of Cornish, which was provided in an informal report in December 2002. The Committee met a number of Cornish language representatives during its visit to the UK in January 2003.

The full text of the Charter and its accompanying Explanatory Report can be viewed via Cornwall County Council's website or in public libraries in Cornwall.



# Where are we now?

This chapter highlights some of the main findings of an independent report for the Government Office for the South West in early 2000 and more recent developments. The full report can be found on GOSW's website at [www.gosw.gov.uk](http://www.gosw.gov.uk).

The report estimated there might be around 300 effective speakers of Cornish with around 750 people learning the language through adult education classes and correspondence learning. The number of speakers continues to grow. There was some form of teaching the language in 12 primary and 4 secondary schools. More recently language colleges began teaching Cornish as part of the curriculum. New interactive CD Rom learning tools have been published. 100 pupils from primary schools piloting Cornwall Education Authority's 'Sense of Place' initiative performed songs in Cornish on St Piran's Day in March 2003.

The language is important for Cornish identity in terms of regional development and cultural heritage, with an increasing demand for weddings and other public ceremonies in Cornish taking it beyond the effective language speaking community. The New Testament was added in 2002 to the number of religious texts translated into Cornish.

The screenshot shows the 'sense of place' website interface. On the left is a navigation menu with the following items: Units, 'Lost Your Tongue?' 1, Land of Saints 2, Voyage of the Mystery 3, Wrecks & Rescue 4, An Gof 1497 5, Cornish Seashore 6, CD ROM Information, Evaluation Reports, Contact Us, Updates, and Links. The main content area features a large image of a person in a hooded garment. Below the image is the title '1 Lost Your Tongue' and navigation links: Home, View PDF, Download PDF, and Print PDF. A message states: 'To view, print or download the full Unit details please select one of the PDF options above.' The 'About the Unit' section describes the unit's focus on the Cornish Language through the story of Dolly Pentreath, detailing how children learn to use simple language and sing traditional and contemporary songs.



Music, song and dance of all kinds has brought Cornish to a wider and more popular audience. Many choirs now include Cornish language items in their repertoire and there is an annual Song for Cornwall event sponsored by Pirate FM radio. The annual Gorsedh Kernow has become an important institution in Cornwall's cultural and civic life.

A number of short film dramas, documentaries and a full-length feature film have been produced in Cornish, some of which have won awards. The broadcast media coverage is limited to a brief news programme on Radio Cornwall on Sundays and, in print, the Western Morning News has a weekly Cornish language column. There is, however, an active specialist press publishing Cornish language material, including full-length novels, and new books continue to be published each year. There are periodicals, comic books and other publications for children.

Cornwall County Council, all the District Councils and 38 Town and Parish Councils in Cornwall have so far adopted a policy statement of support for the language. The Heritage Lottery Fund now has a policy on heritage languages, which includes Cornish.

In addition to the place-names themselves, Cornish has a growing public presence. Many towns have a Cornish welcome in their name-boards and some now have place name signs in historic form at their main route entrances. Carrick District Council has a policy on designating Cornish language names for new streets and public buildings and there are a number of examples of Cornish names as well as Anglicised names in signage and pamphlets. A pamphlet produced for Bodmin Moor uses some Cornish.

# The consultative process

In preparing this strategy, the steering group wished to ensure that inclusive consultation was an important part of the process. The consultation began in September 2003 and consisted of:

- A series of six open public meetings, one in each district, in Autumn 2003. The meetings were advertised through the press and media and by direct mail.
- Four focus group meetings in Autumn 2003 with an invited attendance which centred on public life, education, commerce and media and follow up telephone calls to those unable to attend.
- Written submissions by post or online through the County Council website.
- The publication of a draft strategy for consultation in May 2004. This was widely distributed and comments invited.
- Comments by post and email on the document.

In addition, a study visit to the Isle of Man was undertaken by some members of the steering group to examine the methods employed and progress made. The Manx language is possibly the nearest to Cornish in terms of the starting point for development and the steering group wished to understand the approach used, which has proved successful, and identify any lessons learned which could inform work on Cornish.

The group were particularly impressed by the enthusiasm which has grown in the Isle of Man for the language. Of particular note was the emphasis on starting at a young age, often involving the whole family in support of the child.

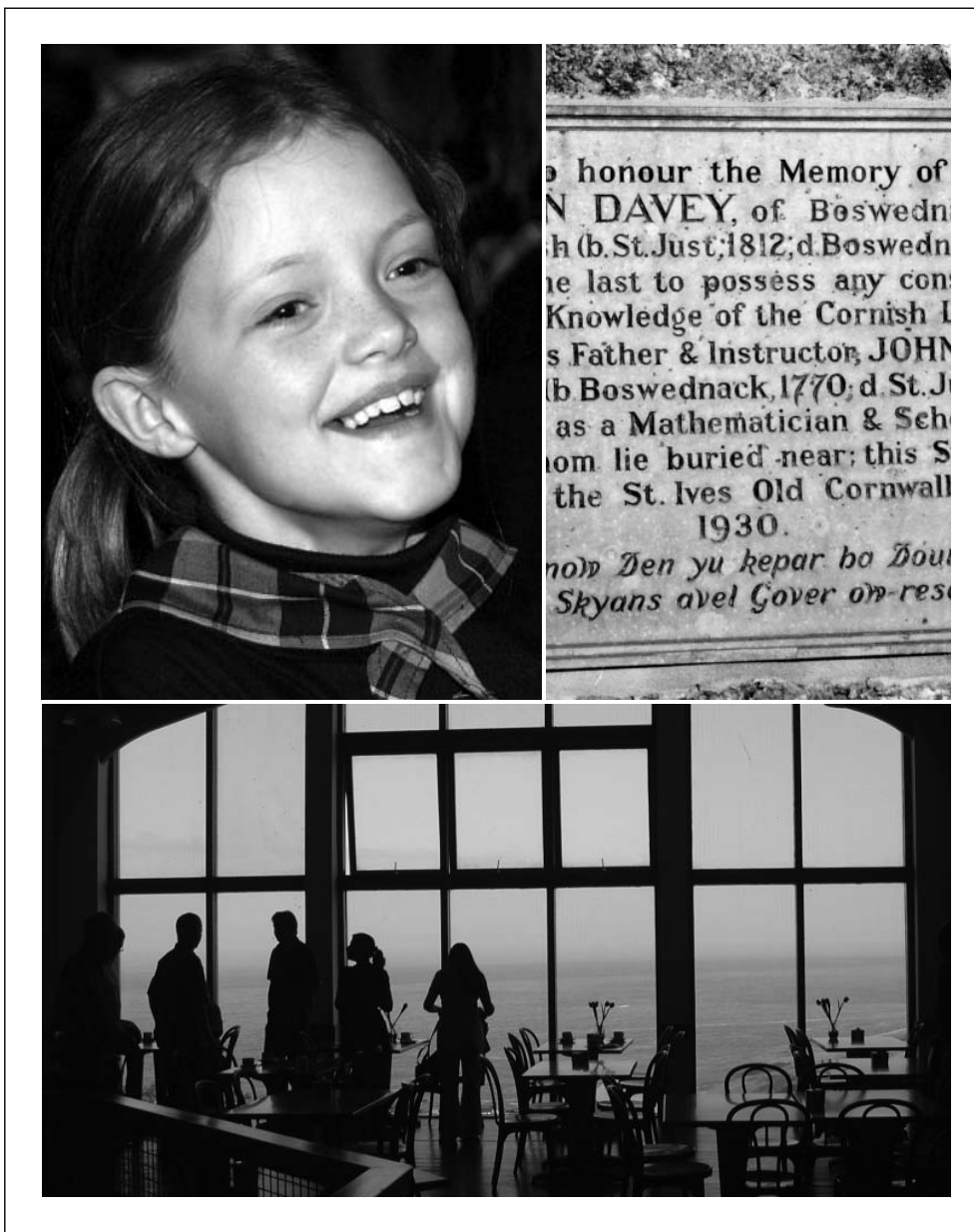
The positive attitude towards the language by the majority of people in the Isle of Man also impressed the group, who were told by officials that the reinforcement of identity associated with the language had proved positive in the commercial world as well.

The Manx authorities, over a ten year period, have established a wide programme across all fields of activity. The view expressed to the group was that the overriding need was to get something going, however small, as a basis on which to build and that in their experience the programme would gain its own impetus.

The opportunity to feed into consultation on the strategy has been built into every stage of the work and the comments and submissions received have helped to shape the final document and will contribute to the ongoing work.

# A Cornish language development strategy

This chapter sets out the vision and targets for the development of the Cornish language drawn up as a result of the consultation. The Vision is expressed as six key themes. Under each theme there is an explanation of how it relates to the findings of the public consultation. Early and longer term actions are identified, aimed at realising the Vision over the next 25 years. The actions are neither exclusive nor exhaustive and will need developing further over time.



## **Vision 1.**

### **Where there is opportunity for all who wish to learn Cornish, at all levels of education**

One of the strongest messages coming out of the consultation is the desire to see provision for learning the language, from pre-school through to University and adult education. In some cases this is expressed simply as a desire for every young person to have at least one experience of a language activity and awareness of Cornish culture. In other cases the wish is for space to be made for learning within the curriculum where there is a demand.

Exposure to the language at an early age, continuity of learning opportunities to enable progression, including for near-fluent speakers, and increased family learning are seen as vital to its development within the community.

There is a desire for more opportunities for adult learning, including by the voluntary sector, and for formal classes within the Local Education Authority system to be provided on the same basis as other languages.

The distance to travel to classes is perceived as a barrier to participation in learning the language.

A need is identified for there to be more and better teaching materials to be available at all levels.

The teaching of Cornish needs to be supported by University level research into both the traditional and revived forms of the language. This is viewed as essential for aiding the production of accessible copies of the historical texts and a crucial element in monitoring and informing the process of language planning and second-language acquisition and use in Cornwall.

### **Targets**

- An accessible education programme from pre-school to higher and adult education.
- Effective partnerships between statutory bodies, the formal education sector and the voluntary sector.
- The development of new ways to access the Cornish language and support systems both for new learners and newly fluent speakers.
- Effective, modern teaching resources.
- Research programmes which inform both the resource base and the process of language planning.

## Indicative Actions

### Early priorities

- Begin to establish partnerships and a discussion framework.
- Assess existing good practice and disseminate knowledge of it e.g. existing work in schools, the role of Sense of Place in raising early awareness, the take-up and potential development of distance learning.
- Establish a central contact point for Cornish in education.
- Identify opportunities within the existing provision for access to the Cornish language.
- Develop more effective promotion for adult learning opportunities.
- Address issues of cost and standard of classes, both formal and voluntary.
- Investigate and assess the range of methods available for teaching the language.
- Assess demand at different levels.
- Audit existing resources and work with partners to look at resource requirements and the implications.
- Begin advocacy to develop greater awareness of the language.

### Longer term

- Draw up a long term costed delivery plan which meets the requirements of both the statutory and voluntary sectors.
- Establish a programme of resource development.
- Develop alternative learning opportunities e.g. intensive and immersion courses.
- Continue to develop opportunities in proportion to demand.



## **Vision 2. Where the learning of Cornish is valued in the same way as the learning of other languages**

Learning and teaching Cornish needs to be valued in the same way as other languages in order for it to thrive. In part this is a question of making it fun to learn – and to teach.

Helping voluntary teachers to teach better and gain a recognised qualification and enabling language speakers to gain teaching skills are seen as ways of raising standards, important to attracting more learners, and increasing the pool of teachers.

A need is also identified for schools' own teachers to have a recognised qualification in the language.

Some see the use of peripatetic teachers as a cost effective and flexible way of delivering teaching to supplement schools' own teaching staff.

### **Targets**

- High standards in the teaching of the Cornish language.
- Training provision for voluntary teachers, effective skills sharing and delivery mechanisms.
- Recognised qualifications in the language for learners and teachers.
- A change in those perceptions of Cornish which form barriers to teaching and learning leading to a greater take-up of the language by young people.

### **Indicative actions**

Early priorities

- Identify the needs of voluntary teachers and draw up a programme to address them.
- Begin to establish linkages between professional teachers and language groups to facilitate understanding and skills exchange.
- Investigate the means of establishing recognised qualifications.
- Advocacy and publicity to address questions of image.
- Assist voluntary teachers to access suitable training where it already exists and draw up recommendations for a specific training programme where it does not.

Longer term

- Continued advocacy and reassessment of needs.
- Put appropriate qualifications in place.
- Implementation of recommended training programme.

### **Vision 3.** **Where the Cornish language is recognised in public life as a valued and visible part of Cornwall's distinct culture and heritage**

Making the language more visible in everyday public life and events, including on official occasions and extending its use in festivals and in song, are seen as important ways of raising its profile and of gaining wider acceptance.



It is recognised that, in order to take this forward, there is likely to be a need to foster positive perceptions and to develop a better understanding of the place Cornish has in every day life.

There is an opportunity for public bodies to take a lead in support of the language, for example through the use of bilingual signage on and in public buildings in Cornwall, on letterheads, and promotional materials, and on websites, and by promoting the use of historic Cornish names for towns and streets. There is also a desire to see, over time, bilingual official documentation.

Developing the media profile of Cornish and encouraging provision through film, television and radio and through the use of new technologies, such as the internet, are seen as important ways to widen access to Cornish for existing speakers and to gain a new audience of people interested in knowing more about the language. There is a need to make links between the language community and the media to see what kind of developments might be possible



and useful to meet community needs, including providing support for Cornish language content.

Using the language is seen as a means of helping to build stronger communities and a sense of place and identity. It might also be used to help address social exclusion, where for example it means gaining a new skill and building self-esteem or in developing an increased sense of ownership among young people.

For the language to develop in community speech there is a need for more opportunities for its use in everyday social life in a natural way as well as at arranged events or meetings.

## Targets

- The wider use of Cornish in public life, particularly through use in signage and promotional materials.
- Effective partnerships between the language sector and public bodies.
- More prominent use of Cornish at public and cultural events.
- Effective use of media and new technologies in assisting Cornish language activity and greater media exposure.

## Indicative actions

### Early priorities

- Begin to build a better understanding between public bodies and the language community.
- Begin discussion with public bodies to identify opportunities to facilitate the use of Cornish in signage and documentation, particularly where replacement signage is already being reviewed.
- Establish an advisory group for place names.
- Support cultural initiatives use of Cornish as required and encourage new projects.
- Identify opportunities to promote existing language products e.g. publications, films, websites.
- Begin discussions with the media to facilitate greater exposure and coverage.
- Identify opportunities for widening and increasing the use of the Cornish language in the media.

### Longer term

- Develop and support specific projects which engage the media with the language.
- Develop and support projects for creative arts work with the language.

## **Vision 4. Where the Cornish language is recognised as contributing positively to the Cornish economy**

There is a strong desire to explore the further development of Cornish branding and other commercial opportunities the language offers for business, in marketing products and in developing new products, including in publishing, and in tourism.

### **Targets**

- The encouragement of new business activity in the sector and recognise and develop existing activity.
- The encouragement of the use of Cornish where appropriate to assist Cornish branding.
- The exploration and encouragement of the use of Cornish to support cultural tourism initiatives.

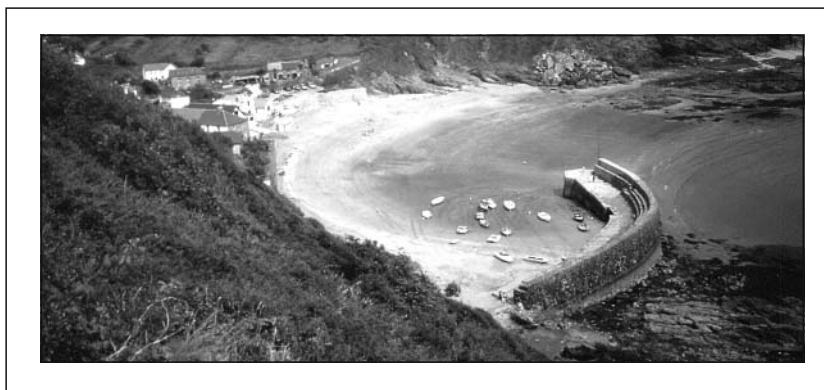
### **Indicative actions**

#### Early priorities

- Explore marketing channels, supply chains and assistance available to Cornish language businesses.
- Survey business use of the language and attitudes to it.
- Develop relationships with the Tourism Forum and other tourist providers.

#### Longer term

- Develop marketing strategies for Cornish language products and services.
- Develop use of the language in the business and tourism sectors.
- Develop the means to protect the Intellectual Property Rights (IPR) of the community in respect of the language.



## **Vision 5. Where the Cornish language enjoys respect alongside the other regional and minority languages in the UK such that its standing is enhanced.**

There is a wish for Cornish to be seen as having equal merit and treatment to languages such as Welsh, with Part III of the Charter as the ultimate objective of recognition achieved. Some do not see recognition under the Charter as sufficient and seek domestic legislation to provide statutory protection through a Cornish Language Act.

Cornish should be included in initiatives such as that of the British Irish Council in relation to regional and minority languages. Lines of communication should be established for input and feedback, with appropriate representation at meetings concerning languages.

There is also a wish to see partnerships developed between public institutions and the language community in order to promote a better understanding and opportunities for working together. Links with other language communities and opportunities for cultural exchange were also seen as important.

### **Targets**

- Strong partnerships between public bodies and voluntary language groups.
- The achievement of further recognition and support as and when appropriate.
- The development and maintenance of links with other European language communities.

### **Indicative actions**

#### Early priorities

- Encourage and continue the development of partnerships between institutions and language groups to promote joint understanding and working.
- Develop networking opportunities between groups and individuals.
- Secure the inclusion of Cornish in current initiatives related to regional and minority languages.

#### Longer term

- Monitor progress regularly to determine if and when further and stronger recognition should be sought.

**Vision 6.  
Where the Cornish language has established  
ways of working, including a strong support  
infrastructure appropriate for its needs  
which will enable Visions 1-5 to be realised**

The need is identified for a network of centres of Cornish language activity and expertise where resources can be shared and projects and initiatives can be developed.

There is a related need for language groups to receive help in accessing funding, both in terms of assistance in developing proposals and in identifying funding sources and programmes available.

The existing co-operation between different language groups needs to be encouraged and further developed to enable a consensus to be reached on the written form of the language. A clear message came from the consultation that the spelling issue was a priority which needed to be resolved.



A forum is needed that can provide a credible and respected body equipped to represent language users and monitor fairly and objectively implementation of this strategy and of the Charter.

## Targets

- The development of a support infrastructure appropriate to the changing circumstances of the language.
- The development of centres of activity.
- The establishment of structures for monitoring progress and ensuring ongoing consultation.
- A single written form of Cornish for use in official documentation and formal education.

## Indicative actions

### Early priorities

- Appoint an officer to develop the next stage of the work.
- Establish a management group to oversee the next stage of the work.
- Establish a group to monitor and advise on the next stage of implementation of the strategy.
- Provide guidance and facilitation for projects arising from the language sector.
- Map, review and monitor existing and emerging initiatives, resources and projects.
- Identify and develop funding streams to support the programme of work.
- Initiate inclusive discussion and debate aimed at establishing, in the longer term, the way forward on how Cornish is to be written in official documentation and formal education.

### Longer-term actions

- Develop a coherent infrastructure to manage and support language activity in the future, to include measurable indicators of progress.
- Develop skills within the language community to ensure future leadership and development.

# Next steps

This strategy is not intended to be an end in itself, but a working document which will be reviewed annually and updated to reflect progress and the changing cultural landscape. The vision and targets are ambitious and there needs to be a realistic acceptance as to the pace at which they can be delivered. There are no quick fixes. The recognition of Cornish under the Charter and the partnership which has set this process in motion has set the framework for the future. The task is now to build the partnerships and projects which will turn the vision into reality. This will require active support and commitment from public and other bodies. It is evident from the experience of other language communities that in order for there to be sustained growth the building blocks need to be put in place progressively and the capacity within the language movement to respond to growth in demand and activity needs to be developed in the first instance.

Implementation of the strategy will require resources, not only in financial terms but, more importantly initially, in dedicated time to develop the actions.

With this in mind, the next steps will be to:

- Appoint a dedicated officer to develop the detailed implementation plans and begin the hands-on work. This post will concentrate on the early priorities, drawing up costed implementation plans and identifying and securing resources in order to progress the work.
- Establish a group, based on the public and voluntary sector partnership which has overseen the production of the strategy document to monitor progress on the strategy and compliance with the Charter. This group will be representative and balanced and members will report back to the language movement and the public sector partners.

The existing steering group, backed with administrative support from both Cornwall County Council and Government Office, will carry out the necessary work to achieve these and will act as a management group for the officer in the first instance.

It is recognised that if the strategy is to be fully successful, the management, monitoring, staffing and support infrastructure will need to develop and alter to meet changing needs. The above structure is intended for the initial development phase of up to two years only and part of the work undertaken will be to propose an appropriate structure to meet the needs in the future.

## Strategic context

The language is an integral part of the rich culture of Cornwall which is at the heart of its regional distinctiveness. This strategy therefore sits firmly within the context of the Community Strategy for Cornwall, which aims to 'increase community benefit from local distinctiveness'. It will also contribute to the stated vision of 'Strategy and Action', the economic forum strategy: 'to achieve sustainable prosperity through sustaining and enhancing Cornwall's distinct natural environment, heritage, culture and image'.



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# Appendix

Appendix

# Appendix

Part 1 and 2 of the European Charter for Regional and Minority Languages, which contain the provisions which apply to Cornish at the present time.

The full text of the Charter and the accompanying Explanatory report can be found on the Cornwall County Council website.

## Part I – General provisions

### Article 1 – Definitions

For the purposes of this Charter:

- a “regional or minority languages” means languages that are:
  - i. traditionally used within a given territory of a State by nationals of that State who form a group numerically smaller than the rest of the State’s population; and
  - ii. different from the official language(s) of that State; it does not include either dialects of the official language(s) of the State or the languages of migrants;
- b “territory in which the regional or minority language is used” means the geographical area in which the said language is the mode of expression of a number of people justifying the adoption of the various protective and promotional measures provided for in this Charter;
- c “non-territorial languages” means languages used by nationals of the State which differ from the language or languages used by the rest of the State’s population but which, although traditionally used within the territory of the State, cannot be identified with a particular area thereof.

### Article 2 – Undertakings

1. Each Party undertakes to apply the provisions of Part II to all the regional or minority languages spoken within its territory and which comply with the definition in Article 1.
2. In respect of each language specified at the time of ratification, acceptance or approval, in accordance with Article 3, each Party undertakes to apply a minimum of thirty-five paragraphs or sub-paragraphs chosen from among the provisions of Part III of the Charter, including at least three chosen from each of the Articles 8 and 12 and one from each of the Articles 9, 10, 11 and 13.

### **Article 3 – Practical arrangements**

1. Each Contracting State shall specify in its instrument of ratification, acceptance or approval, each regional or minority language, or official language which is less widely used on the whole or part of its territory, to which the paragraphs chosen in accordance with Article 2, paragraph 2, shall apply.
2. Any Party may, at any subsequent time, notify the Secretary General that it accepts the obligations arising out of the provisions of any other paragraph of the Charter not already specified in its instrument of ratification, acceptance or approval, or that it will apply paragraph 1 of the present article to other regional or minority languages, or to other official languages which are less widely used on the whole or part of its territory.
3. The undertakings referred to in the foregoing paragraph shall be deemed to form an integral part of the ratification, acceptance or approval and will have the same effect as from their date of notification.

### **Article 4 – Existing regimes of protection**

1. Nothing in this Charter shall be construed as limiting or derogating from any of the rights guaranteed by the European Convention on Human Rights.
2. The provisions of this Charter shall not affect any more favourable provisions concerning the status of regional or minority languages, or the legal regime of persons belonging to minorities which may exist in a Party or are provided for by relevant bilateral or multilateral international agreements.

### **Article 5 – Existing obligations**

Nothing in this Charter may be interpreted as implying any right to engage in any activity or perform any action in contravention of the purposes of the Charter of the United Nations or other obligations under international law, including the principle of the sovereignty and territorial integrity of States.

### **Article 6 – Information**

The Parties undertake to see to it that the authorities, organisations and persons concerned are informed of the rights and duties established by this Charter.

## **Part II – Objectives and principles pursued in accordance with Article 2, paragraph 1**

### **Article 7 – Objectives and principles**

- 1 In respect of regional or minority languages, within the territories in which such languages are used and according to the situation of each language, the Parties shall base their policies, legislation and practice on the following objectives and principles:
  - a the recognition of the regional or minority languages as an expression of cultural wealth;
  - b the respect of the geographical area of each regional or minority language in order to ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of the regional or minority language in question;
  - c the need for resolute action to promote regional or minority languages in order to safeguard them;
  - d the facilitation and/or encouragement of the use of regional or minority languages, in speech and writing, in public and private life;
  - e the maintenance and development of links, in the fields covered by this Charter, between groups using a regional or minority language and other groups in the State employing a language used in identical or similar form, as well as the establishment of cultural relations with other groups in the State using different languages;
  - f the provision of appropriate forms and means for the teaching and study of regional or minority languages at all appropriate stages;
  - g the provision of facilities enabling non-speakers of a regional or minority language living in the area where it is used to learn it if they so desire;
  - h the promotion of study and research on regional or minority languages at universities or equivalent institutions;
  - i the promotion of appropriate types of transnational exchanges, in the fields covered by this Charter, for regional or minority languages used in identical or similar form in two or more States.
- 2 The Parties undertake to eliminate, if they have not yet done so, any unjustified distinction, exclusion, restriction or preference relating to the use of a regional or minority language and intended to discourage or endanger the maintenance or development of it. The adoption of special measures in favour of regional or minority languages aimed at promoting equality between the users of these languages and the rest of the population or which take due account of their specific conditions is not considered to be an act of discrimination against the users of more widely-used languages.

- 3 The Parties undertake to promote, by appropriate measures, mutual understanding between all the linguistic groups of the country and in particular the inclusion of respect, understanding and tolerance in relation to regional or minority languages among the objectives of education and training provided within their countries and encouragement of the mass media to pursue the same objective.
- 4 In determining their policy with regard to regional or minority languages, the Parties shall take into consideration the needs and wishes expressed by the groups which use such languages. They are encouraged to establish bodies, if necessary, for the purpose of advising the authorities on all matters pertaining to regional or minority languages.
- 5 The Parties undertake to apply, *mutatis mutandis*, the principles listed in paragraphs 1 to 4 above to non-territorial languages. However, as far as these languages are concerned, the nature and scope of the measures to be taken to give effect to this Charter shall be determined in a flexible manner, bearing in mind the needs and wishes, and respecting the traditions and characteristics, of the groups which use the languages concerned.