



SALZBURG  
GLOBAL  
SEMINAR

SESSION REPORT

586

# Springboard for Talent: Language Learning and Integration in a Globalized World

in a  
over the  
Europe

including science-  
develop a  
habitus  
(participation)

pluriversalist approach  
to Languages is  
critical. How can we  
include plural worldviews  
to dialogue with each other?

should  
develop  
lingual

- ML as a resource
- cultural, cognitive & material benefits
- language repertoires

Language learning  
leads to enlightened  
new world views

Q: Who/what  
impacts your  
lang. learning?

language  
implete  
(So lets adv  
more)

+ there is  
value in having  
some knowledge of  
another language →

Don't blame  
yourself for  
learning a lang.  
partially!!

LANGUAGES AN EDU-  
CATION CAN BE USED  
TO ENHANCE JUSTICE  
OR TO PREVENT JUSTICE

Why not learn

ALL LANGUAGES  
ED FOR

another language?



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## Session 586

December 12 to 17, 2017  
Salzburg, Austria

# Springboard for Talent: Language Learning and Integration in a Globalized World

SALZBURG  
GLOBAL  
SEMINAR

Report Author:  
**Louise Hallman**

Contributors:  
**Dominic Regester and  
Oscar Tollast  
Mirva Villa**

Photos:  
**Herman Seidl and  
Tannaz Khomarloo**



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## Introduction

Language is fundamental to national identity and an important contributor to social cohesion in modern pluralistic societies. Learning a foreign language helps you to know that country and language skills can be very valuable. However, language policy decisions can also impact detrimentally on students' life chances. All of this raises critical questions for researchers, policymakers and practitioners about the role of language learning and testing for two public good objectives: to “untap” and optimize individual talents and to foster social cohesion and dynamic inclusive economies.

To this end, Salzburg Global Seminar convened the session *Springboard for Talent: Language Learning and Integration in a Globalized World* at its home in Schloss Leopoldskron, Salzburg, Austria, from December 12 to 17, 2017.

The session, held in partnership with ETS, Microsoft and Qatar Foundation International, formed part of Salzburg Global's long-running multi-year series, *Education for Tomorrow's World*.

The five-day program brought together over 40 representatives from policy, academia, civil society and business, representing over 25 countries, to look at the importance of language policy and practice from different perspectives. The program looked specifically at language policy through social justice and social cohesion lenses, at the relationship between multilingualism and dynamic and entrepreneurial societies, at the role of language policy in achieving the fourth Sustainable Development Goal for quality education, and at the evolving role of technology in this field.

As populations change and evolve, regardless of the reason, language policies and the programs that support them have a pivotal role to play in helping new arrivals better integrate into their new host countries and enhance social cohesion. Equally important, language policies are fundamental in ensuring millions of people around the world can maintain, enjoy and develop their languages of



community. Multilingual policies can sustain the unique and vital resource of language diversity and drive positive change in the world – economically, socially and politically.

Like many other sectors, technological innovation has the potential to revolutionize and democratize the language teaching and learning fields, paving the way to fairer access to the job market. Led by input from session partner, Microsoft, participants considered the role disruptive technology might play in shaping future decisions about language policy.

Much emphasis in schools' curriculum in recent years has been placed on STEM (science, technology, engineering and mathematics), with languages often valued less in comparison – despite the fact this goes against the latest thinking in neuroscience. Participants looked at how the research community could counter this misalignment of evidence and policy, and gain more traction with policymakers, practitioners and the public.

The final part of the session focused on the writing of the *Salzburg Statement for a Multilingual World*, which was conceived as a way of synthesizing and bringing these complex issues to the attention of policymakers and people of influence and which can serve as an advocacy tool for people working for change in this area.

The Statement was published in multiple languages on February 21, 2018, on International Mother Language Day, and has circulated widely following the session. It will form the basis of a series of webinars to be held throughout Summer and Autumn 2018.



## *Michael Nettles – “Language is Both Barrier and Bridge to Cooperation, Peace and Progress”*

**Senior Vice President of the Policy Evaluation and Research Center at ETS and session co-chair offers his insights on the importance of language learning**

Guten tag! Und willkommen in Salzburg.

Hopefully that means “Good afternoon and welcome to Salzburg” in German. But I got it from Google Translator, so it could mean almost anything. No doubt, we will have a robust discussion on the efficacy of translation technologies this week. Until then, I will stick to my mother tongue: American English inflected with doctorate-ese.

My name is Michael Nettles, and I am the Senior Vice President of the Policy Evaluation and Research Center at Educational Testing Service, of Princeton, New Jersey, in the United States. I would like to welcome you to this year’s Salzburg Global Seminar session, *Springboard for Talent: Language Learning and Integration in a Globalized World*.

This is ETS’ eighth session in partnership with Salzburg Global Seminar. We previously have examined educational and social mobility gaps and how to close them; the experiences of students at the margins and the institutions that serve them; early childhood development, the use of testing and data in creating education and workplace opportunities for underserved groups; and advances in social and emotional learning, which was the topic of last year’s seminar.

This year’s session on language and language learning is organized under the heading “Education for Tomorrow’s World” — that is, the strategies, innovations and institutional changes that can meet societies’ future needs and help all learners flourish. It would be difficult to conceive of a lever more basic or useful than

language for achieving those aims. Where people live together, nothing is possible without communication. And so I am very excited about our agenda and learning from all of you.

### **Setting Themes**

Language, of course, is both barrier and bridge to cooperation, peace and progress. And if the urgency of appreciating this fact rises and falls with the level of turmoil in societies, then we picked the right time to talk about it.

As our colleague Joseph Lo Bianco put it in an interview published earlier this year, “Language is fundamental. We socialize infants into talking because it is the most human of acts. Our relationships, collective identities, political systems, education and economic activities are all inconceivable without effective communication, so it’s inevitable that language is also going to be involved in conflicts.”

If anyone understands ethnolinguistic conflict in multiethnic societies, it is Joe Lo Bianco. And I am looking forward to his input in our sessions on languages and social cohesion, identity, and intercultural understanding.

From a historical standpoint, we are currently in what another of our colleagues, Hywel Coleman, describes as the third phase of international development aid and language planning since the end of the Second World War.

He says the first phase, extending from the end of the war to the mid-1970s, was defined by what Robert Phillipson called “linguistic imperialism” under the cover of Western infrastructure and

macroeconomic aid to developing countries.

The second phase, from the mid-70s to the end of the 20th century, shifted to aid in support of human development. It saw doubts creep in with regard to the appropriateness of English-language learning in the context of development.

Hywel says the signal feature of the third phase is a belief that early education is most effective when conducted in the student's native language.

As for our work over the next few days, we will be like the ancient Hebrews and consider Four Questions:

- One – How can we better communicate the complexity of research around language policy and learning?
- Two – How can more be done to help newly arrived refugees and migrants learn the host country language?
- Three – What role might disruptive technologies play in shaping future decisions about language policy?
- And Four – What research and policy gaps exist in achieving these goals? And how can these be addressed in mono and multilingual contexts?

We intend to address these questions from the perspective of the individual; the state; and market and society.

It is a lot! But who better to ask and answer these questions than this group of renowned and accomplished experts?

### **Multilingualism and Nationalism**

I think it is fair to say that all of us here respect and value linguistic diversity, among both individuals and societies. By truly learning a language, we learn a culture, since language

and culture are so intertwined. And wonderful things flow from intercultural understanding: peace, prosperity, mutual respect, well-oiled gray matter — all good things! By protecting languages used by smaller populations, we are protecting humankind's cultural inheritance.

Conversely, we recoil at linguistic imperialism, even under the guise of magnanimity.

Yet I would submit that it is not always vulnerable minority populations who wish to protect their culture and autonomy in part by protecting their native language. The powerful and populous do, too. And they often wield national language policy as a cudgel to control and subjugate, frequently under the patina of nation building.

Joe Lo Bianco reminds us that in 1952, students from what was then East Pakistan were set upon and killed for demanding equal recognition of Bengali with Urdu, which had just been proclaimed to be the sole national language. The dispute provoked the long, bloody war that resulted in independence for Bangladesh.

In South Africa, the government's announcement of compulsory Afrikaans in the teaching of math and social studies provoked the 1976 Soweto uprising, a landmark in the often violent struggle against apartheid.

Nor has the United States, arguably the most ethnically diverse society in the world, been immune. During our "Indian Wars" of the 19th Century, the eradication of native languages was among the goals of federal boarding schools for Native Americans.

To this day, there is constant tension in schools and communities throughout the United States over bilingual education. It often produces the false assertion that English is the official national language of the United States, when in fact we have no official language. As in many other



societies marked by ethnic conflict, our language disputes are associated with anti-immigrant, anti-foreigner, anti-*other* sentiment. To many observers, this has been especially pronounced under the current administration.

### **An Alternative Theory**

Let me be a little provocative now. I think it is obvious that the mere existence of discrimination against linguistic minorities does not prove the converse — that a multilingual society is a peaceful society in which ethnic groups cooperate with and respect one another. Going a step further, it could be argued that while linguistic minorities are often shunted into ethnic enclaves, an argument can be made that people prefer to live with their own kind, and to keep their interactions with other communities at a minimum. A definition of multilingualism, after all, is a society in which people who speak different languages live side by side but not together.

In fact, an argument can be made that at some point, multilingualism contributes to ethnic tribalism. That has the whiff of blaming the victim, and it is not a theory that I subscribe to.

But it is something to think about. Where is the tipping point at which multilingual societies become too fragmented to hold together?

I do believe that, by far, the greater threat to civil society is from ethnic and linguistic majorities seeking to impose the majority language on the linguistic minority, and to exile or abuse the minority when it suits their purpose. In fact, is part of the danger inherent in the rise of nationalist movements around the world.

But history goes in cycles. And it is possible that in the next phase of international development aid and language planning that the pendulum will swing back to once again view a *lingua franca* as the best path to peace within and among societies and nations. Whether that would be English, Chinese, Russian or some other language, who can say? As repetitive as history can be, it is also hard to predict.

### **Speaking of Lingua Franca**

We certainly live in interesting times! Never has a single language, in this case English, been so widely spoken throughout the world. Thanks in part to this common medium, international travel,

commerce and communication have never been so simple or so ubiquitous. Never has it been so easy for talented academics and researchers to attend international seminars so far from home.

And yet for all this coming together, we live under a very real threat of a nuclear war breaking out at any moment between two societies that could hardly be more different politically, culturally, economically, and linguistically. Communism collapses — and Russia seizes the Crimea and goes to war against Ukraine. Autocracies tumble in the Middle East — and are replaced by the nihilists of ISIS.

Are language policies a symptom of discord? Or are they a cause? Or a cure?

There is cognitive dissonance everywhere on the question. As Gabrielle Hogan-Brun notes, a lack of multilingualism among Britons costs the UK 3.5 percent of its GDP every year. And a British Council survey two years ago showed that almost 60 percent of UK adults regret that they let their school-era language skills slip. But rather than engage even more vigorously with other cultures for their own economic benefit, they vote to leave the EU and turn inward.

In the US, nearly half the states offer special recognition to bilingual K–12 graduates. But at the college level, enrollment in foreign-language courses fell by 6.7 percent between 2009 and 2015. One large state university system will now even allow students to count their high school computer courses toward their foreign-language requirements for admissions purposes.

In Japan, Kayoko Hashimoto tells us that more than a decade ago, the American political scientist Joseph Nye pointed out that Japan’s “weakness in languages” made it difficult for it to use its soft power to extend its influence around the world. But despite a decade of trying and despite the awesome international appeal of

Japan’s cultural exports, little has changed, and the Japanese language is an official or common language in just one place: Japan. Foreign students who come to the United States to study in our colleges and universities take classes in English, the better to learn American culture and values. In Japan, they take classes ... in English. Without learning the language, truly learning a culture is not possible.

### Conclusion

That is the principle on which my company, ETS, is developing an interactive learning platform to help adult English-language learners understand the practical elements of English in a workplace context: what to say, how to say it, and when to say it. We are also developing an intercultural-competence module of our HEIghten higher education outcomes assessments. It is based on the belief that intercultural competence has become an essential skill for success in the 21st century workforce.

It may all be academic, so to speak, given the march of technology. Anyone who has used Google Translator knows that it is a long way from practical utility. You may think that you are asking where the bathroom is, only to learn that you have just ordered a cucumber sandwich for your parakeet.

But it is a good bet that translation technologies will be much improved. Will they promote cross-cultural cooperation? Or will they make the hard work of learning languages a thing of the past, and thereby diminish the value of multilingualism, and promote ethnic separation?

Of course, the answer to all these questions is “yes.”

Thank you.

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## Learning Languages in a Globalized World

As they introduced themselves at the start of the Salzburg Global Seminar session, *Springboard for Talent: Language Learning and Integration in a Globalized World*, it was clear the 44 Fellows gathered for the five-day program spoke many languages and understood the value of doing so. But why is learning a language so important?

This was the one of the questions facing the opening panel as they “set the scene” and considered language learning and language policy through the varying lenses of recognizing its economic value, resolving ethnolinguistic conflicts, enhancing transnational and transcultural understanding, and strengthening cultural resilience for migrant populations (both forced and otherwise).

While the value of learning languages may have been apparent to those gathered in Salzburg, convincing policymakers, communities, parents, and even the learners themselves of that value can remain a challenge in many contexts.

To address that challenge, following inputs from the panelists, the Fellows gathered in small groups to establish their first “headlines” that would go on to help to frame the Salzburg Statement, which would be co-written throughout the week-long session.

To gain the support of communities, families and learners in recognizing the value of language learning, “start early” was the key piece of advice. Schools should be encouraged to accommodate linguistic diversity, and establish reciprocities among different language speakers to encourage both formal and informal language learning. Increasing linguistic diversity of teachers would help in this regard.

Recognizing that state education system language policies can be destructive and distracting, Fellows urged for the introduction and adoption of flexible language policies, which see multiple languages as a resource to be enhanced, not a problem to be solved. As language learning is frequently about power, resulting in some languages (such as English) being more highly valued than others, the Fellows encouraged a de-emphasizing of English as the default second language of bilingualism.

With regards to business and economics, the Fellows acknowledged that there is currently a disconnect between global trade ambitions and the provision of effective language learning and called for more companies to recognize the economic benefits of a multilingual staff.

## HOT TOPIC: WHY IS LANGUAGE LEARNING SO IMPORTANT?



*“It’s through language acquisition that young people make sense of their world. It’s how they contribute positively to their world. For language learners themselves, it’s interesting to note that students who have a second or third language at a national level – when you look at the PISA results – perform extremely well on other standardized tests. So there’s an interesting possible correlation between language acquisition and deeper learning in science, math, and other areas...”*

*For language learners also there’s the development of empathy, as students are in a position to consider a point of view beyond their own. As we know language is an artifact of culture, so in learning a language you are learning a culture and understanding an alternative viewpoint to the dominant viewpoint that you may have had from birth.*

*It opens up access to a world of information, perspectives, opportunities – both social as well as employment-based – for young people who are able to navigate life and living in a multi-language society. ”*

Mark Sparvell  
Senior Manager, Education, Microsoft, USA



*“I myself am a non-native ‘attempted’ speaker of Arabic, and have watched the language grow in influence and impact in the US since I started learning, which was quite a while ago, over 30 years ago. [...] Really, to me it’s...thinking differently about the world, because you’ve had the opportunity to do something in particular with a part of the world that people think they know through headlines. The language was really just opening the door; it wasn’t the whole journey – it helps begin a journey. ”*

Maggie Mitchell Salem  
Executive Director, Qatar Foundation International (QFI), USA



*“Formal language learning is very important because it gives people the opportunity to find out about each other, and people need to find out about each other if they’re going to learn well together. In order for Learner A and Learner B to be able to help each other in a classroom setting,*

*they have to have some kind of common language. In order to move to a place where they understand each other's language enough, they may need to learn that language. In a formal setting, it's a strategic way that a teacher can bring together the linguistic resources of different learners in a classroom setting.*

*I'd also like to say something about informal language learning, which goes on all the time. We're constantly picking up bits of these different communicative practices that people use. [...] The point is that when people move, such as refugees or internally displaced people, and they move either great distances or small differences, suddenly they're in a new communicative context, and they will naturally and instinctively start to learn and pick up the different language resources of other people. [...] Language is much more mixed and there's a big difference between what we do informally and often what teachers do formally and I would like to see more informal use, used strategically, in the classroom to help learners learn formally. ”*

Tony Capstick  
Lecturer in Applied Linguistics, University of Reading, UK



*“I live in the UK, where there's a lot of monolingual people, and they would definitely say, 'No, this is not important.' [...] For some people they don't have the choice because they're learning a language [for] survival: you don't get a job unless you can communicate, you don't get*

*the health care, [and] you're really going to have problems in a host country. There's a lot of people who don't have the choice who wouldn't even ask this question, they just do it, and they do it fast and are quite motivated.*

*I was really thrilled to be sharing their experience [learning in Denmark with other migrants]; I was far slower than them and they made a good job of it, and that really helped them integrate because they started to learn the newspaper quickly and understand the society. This question will be answered differently by different people. The migrants don't have a choice at all. I think also, of course, it also opens your mind, you open up beyond your own culture, and I think that helps you understand others more. ”*

Gabrielle Hogan-Brun  
Senior Research Fellow, School of Education, University of Bristol, UK



*“Language learning is fundamental because, for one thing, it teaches us to see the world in multiple ways. I still remember the change that it made for me when I first learned a language. [...] I realized that there wasn't a complete adherence between the world and how we see it because it can be seen in so many different ways.*

*I think that just by learning languages we learn to be plural and we learn to understand in different ways, and we learn to understand other people. ”*

Loredana Polezzi  
Professor of Translation Studies, School of Modern Languages, Cardiff University, UK

*“All language policy is rooted in politics.”*

## Tackling the Inherent Politics of Language Policy

In English, the words policy and politics are distinct – this is not the case in all languages. “All language policy is rooted in politics,” remarked one panelist wryly, opening a discussion on the second day of the session on “What makes good language policy?”

As another panelist further lamented, “If you want to build a house, you hire an architect... But language teachers are not seen as specialists,” further underlining the role that politicians – rather than linguists and educators – have in deciding national language policies.

Often, for better or worse, these policies are driven by national elites for some broader cause, from the enhancement of social cohesion and trade and diplomatic relations to the suppression of minorities.

In Uganda, for example, English is the primary official language. Imposed by colonial rule, English is still highly valued by politicians as a means to access global trade and dialogue. Regional trade is conducted in Kiswahili, the second official language of the country, and an official language of many neighboring countries. However, “if you want to campaign and win elections,” politicians also need to speak Luganda, (the most widely spoken of the 40 local languages in the country) as this is the language most of their electorate speak and understand. English is also used as the primary language of instruction in schools. This is much to the consternation of the king of Buganda (one of the official kingdoms of Uganda), who wants to see Luganda prioritized by the region’s teachers.

In China’s interior, language policy is more inclusive, allowing bilingualism with local languages – but this approach is not encouraged in the more restive Western borderlands.





Many post-colonial countries and other secessionist states have adopted local languages as their official languages, helping to affirm their national identity. For example, Tunisia adopted Arabic after the end of French colonial rule. However, Tunisian language policy has not been consistent, with the language of instruction changing to French in some subjects at different stages of education leading to confusion and accusations of elitism.

Language learning – both as official national languages and foreign language acquisition – is often rooted in power. “The idea that English is a neutral *lingua franca* is a myth,” said one Fellow. While there are over 7,000 languages in the world, English is still the most common official and studied language in the world, followed by French and Spanish. But in an increasingly multi-polar and rapidly globalizing world, will this continue to be the norm? Or will Chinese and Arabic surpass them? For example, Chinese is increasingly supplanting English as the foreign language of choice for students in Korea.

The learning of European languages has long been promoted by organizations such as the British Council (English), Goethe-Institut (German), Instituto Cervantes (Spanish) and Alliance Française (French). This approach is now being emulated by other countries, such as by China’s Confucius Institute and Qatar Foundation International promoting Chinese and Arabic respectively.

So what makes a good language policy? Following inputs from the panelists, one key recommendation repeated around the room was that language policy needs to be flexible; a top-down approach needs to be met with a bottom-up approach, recognizing minority speakers and their rights. Good language policy needs to:

- Reflect the reality of the languages used in a country and its various regions;
- Engage and include a variety of linguistic communities;
- Discourage ethnolinguistic conflicts;
- Consult and adhere to the advice of language experts; and
- Be well funded, implemented, promoted and understood.

“The idea that English is a neutral *lingua franca* is a myth.”

## HOT TOPIC: WHAT MAKES GOOD LANGUAGE POLICY?



*It is one which embraces the environment of what the communities need, rather than having one which does not consider the community needs. Good policy is where we have teachers trained to be able to implement the policy, especially if it has to do with education. A good policy should be relevant to the community needs, like trade, administration, political needs, and the alike. ”*

Prosperous Nankindu  
Minister of State for Education, Kingdom of Buganda, Uganda

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*“ Language policy is supposed to do good, and not to do harm, and that means you have to be very clear about your goals and be sure that you have a way to assess the extent to which you are approaching those goals. Not much language policy actually fulfills all the goals that it sets out to reach, but much of language policy can at least get us closer to where we want to be, but for this you really need to know where you want to get to and for what reason. ”*

François Grin  
Professor of Economics, Faculty of Translation and Interpreting,  
University of Geneva, Switzerland

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*“ My understanding [of] good language policy... depends on good for who and for what purpose. It really depends on who wants to implement what in order to make somebody’s life easier. We assume language policy [is] to help people, but if language policy ignores the micro-level – the people who actually implement the policy – it’s actually not successful.*

*Good language policy... depends on good for who, but successful language policy is actually to really pay attention to people who really implement language practice and actually make people[’s] – who use the language – lives easier. ”*

Kayoko Hashimoto  
Lecturer, School of Languages and Cultures, University of Queensland,  
Australia

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*“ The word ‘good’ is relative... A good language policy is a policy we should not be seeing to cause problems, but rather to have solutions and resources to language issues in a community. Also, a good language policy is the one which involves all stakeholders as it is being designed.*



*“I wouldn’t use the word ‘good.’ I would use the word ‘feasible.’ I would use the word ‘successful,’ but maybe not successful because most language policies fail, actually, like language programs in education. The majority of language programs fail – no matter how well-planned they are, no matter how much financing you put in them, no matter how dedicated the people are – because there are a lot of other stakeholders that play a role in how much a policy is when it comes to implementation and actual adoption of the policy by the various stakeholders.*

*There’s much more reason for it to fail than to succeed, and that’s why we need this consensus. We need to develop that sense of ownership among the various stakeholders that this is a good policy. I like the discussion of the top-down and the bottom-up processes meeting somewhere in the middle, and manage all these conflicting interests about any particular language or languages. So ‘good’ is not the right term.”*

Mohamed Daoud  
Professor of Applied Linguistics, Higher Institute of Languages of Tunis (ISLT), Tunisia



*“When we say ‘good language policy’ there are three dimensions to this. Firstly, ‘Is the policy designed in a technically effective way?’ This is one measure of being good or not so good.*

*A second dimension to this is ‘Is it good in its purposes?’ In other words, are these humanistic purposes – purposes that will assist minorities and minoritized populations, that will enrich society and culture.*

*These measures of good are about quality of the content, and then the third aspect of good would be ‘Is it able to be implemented well?’ This is an aspect of the design – the first one – but it goes beyond it; implemented, evaluated, [and] revised properly to be effective in the long term. Many policies are actually quite short term – they succeed, they are adopted by political authorities, but they don’t last very long and they’re not sustained very far – so I think [long-term implementation] is a dimension of good.”*

Joseph Lo Bianco  
Professor of Language and Literacy Education, University of Melbourne, Australia



*“Monolingualism does not guarantee peace or cohesion.”*

## Increasing Social Cohesion – and Avoiding Monolingualism

Speaking a dominant language either in a local, national or global context can open up a world of opportunities. Conversely, not speaking a dominant language can hinder one’s prospects, leaving people feeling marginalized.

In Salzburg, panelists examined the role of language acquisition in increasing social cohesion, sharing examples of where language policy had helped and hindered.

Australia formerly imposed a policy demanding new migrants speak English on arrival or be denied entry. This has since changed: today, the Adult Migrant English Program (AMEP) provides free language tuition to all who need it, better ensuring that new migrants can participate socially and economically. “The state has the responsibility to provide the linguistic means to integrate,” remarked one Fellow, urging Europe and the US to emulate the program.

While encouraging the learning of one dominant language can help build a sense of integration and shared cultural identity, mother tongue suppression can also give rise to greater conflicts. International Mother Language Day is held on February 21 in recognition of that date in 1952 when students in Bangladesh were killed for protesting for the right to use their mother tongue of Bengali instead of Urdu, the official language at the time.

In Abkhazia, roots of conflict with Georgia can be found in the suppression of its language and identity. However, when the region finally broke away from Georgia, the local language of Abkhaz lacked some of the vocabulary and constructs needed to be fully used in all official capacities.

Children who lack instruction in their mother tongue often fall behind academically. 230 million children worldwide are unable to read by fourth grade; many of these students are from linguistically marginalized communities.

In communities where there are many languages, imposing one common language may not be necessary. A school in Australia serving refugee children from across South Asia found the students would blend their native Farsi, Dari, Urdu, Hindi and Tamil to communicate rather than using English.

“Academics are not usually activists,” admitted one panelist, but this is often what language policy experts discover themselves to be as their research can help secure social justice for marginalized communities. “We need more activism!”



## Embracing the Economic Value of Multilingualism and Minority Languages

It is widely accepted that multilingualism is valuable to sectors such as tourism and international trade, but how do we convince more companies, local government departments, educators and the public alike of the more intangible values of multilingualism, and encourage and support the continued use of mother tongue languages?

Economic studies show that multilingualism in the workforce has great advantages. The economic value of multilingualism to Switzerland has been estimated to be 10% of its GDP, while the UK and US lose revenue due to a lack of language skills – and the accompanying cultural awareness – in the workforce.

Learning a dominant language offers great economic and social opportunities, but language policies that encourage the learning of another language in place of mother-tongue language instruction can greatly hinder students in the long term, not only in their academic lives but also later professionally.

Panelists in Salzburg agreed that, especially in multilingual countries, efforts should be made to offer education instruction in the mother tongue from an early age, with the predominant national language introduced later – and introduced



using second-language learning techniques, not submersion. Such policies not only ensure that minority languages are kept alive (unlike the linguistic genocide suffered by many indigenous languages as a result of the residential school systems for native populations in Canada and Australia), but also better ensure students' academic success by teaching them in a language they already understand.

While many countries do offer early years' mother-tongue instruction, this is often cast aside entirely at later stages in the education system in favor of the predominant national language. This results in a devaluing of minority languages. "Change the perception of local languages and you change many things," noted one panelist.

One such change can be in the better provision of health care services. In Namibia, where medical students are taught in English, educators are now recognizing the value of maintaining high levels of local language competency as it enables future doctors to better treat their patients. While it is not possible to train all Namibia's doctors in all of the country's 13 national languages, it is possible to train them to be familiar with working in multilingual environments and through translation.

In Austria, while multilingualism is greatly embraced in its tourism industry and borderland outlet shopping malls, this is primarily focused on dealing with visiting foreigners rather than embracing the multilingualism already present inside the

*“Change the perception of local languages and you change many things.”*



*“Learning a language is about more than just being able to buy tomatoes from the markets of the world.”*

country’s borders. Austria has a large number of migrants from Turkey and former Yugoslavia, but they are encouraged to speak German, rather than the German-speaking workforce being encouraged to learn Turkish or Serbo-Croatian. A lack of German-language skills can be a barrier to these migrant populations entering the workforce or opening up their own businesses, with licenses denied if local authorities deem their skills to be insufficient. As one panelist remarked, we need to recognize that many migrants bring useful skills to the workforce, even if they do not yet speak the local language.

Rather than casting aside their native languages in an effort to integrate, migrant populations should maintain and not be deterred from using their own mother tongues, panelists advocated. In the Australian state of Victoria, where 20 different languages are taught in state schools and over 55 in community language schools, migrant families are strongly encouraged to speak the language with which they are most comfortable at home, rather than English. Research shows this approach can help with students’ academic, cognitive and personal development.

For local populations, learning to speak the language or to appreciate the culture of an incoming migrant population also fosters greater social cohesion as they are more likely to welcome rather than fear the newcomers. Outside of schools, wider-spread production and consumption of cultural products (such as movies, TV, music and art) from other cultures can also foster this cultural and linguistic appreciation.

While the economic and social values of language skills are important to highlight, we need to also recognize the intrinsic, intangible value of language, urged some panelists. Students should be encouraged to learn languages for the “joy” of languages and the means of being able to communicate with others and enjoy other cultural products, not just get a different or better job.

“Learning a language is about more than just being able to buy tomatoes from the markets of the world,” remarked one panelist. Rather than teaching students to speak and use a single foreign language with the hope they will be native-level proficient one day, we should instead teach about languages and their accompanying histories, cultures and peoples in other subjects, such as history, geography and art. This approach, currently being used in Scotland, can help those students who lack the opportunity to communicate with a native speaker of another language, either at home or aboard, to have a greater sense of the value of foreign languages and a stronger appreciation of and respect for other cultures and people.

## HOP TOPIC: HOW DO WE PROMOTE THE VALUE OF MULTILINGUALISM?



*“ We can support the value of multilingualism by putting in place policies that promote the good in multilingualism. Many times, when we have an issue like multilingualism, we often look more at the problems: why we can’t implement [it] rather than the good we would get if we implement it.*

*If we look at things differently, we look at the good we would get from that implementation and then can work around the problems so that we achieve the most out of multilingualism, that is my take on it. ”*

Margaret Nankinga  
Chairperson, Luganda/Lusoga/Lugwere Vehicular Cross-border  
Language Commission, Uganda



*“ I’m looking at companies. They can’t exist without having multilingual people and having people learn languages, otherwise they can’t do business. The thing is, how do we convince companies of the value of that?... How do*

*companies perceive language skills? What I’ve noticed is that they are mostly perceived as very instrumental and not as a part of your personal development and personal skills. We have to explain to companies that language is not grammar. Language is a tool to be able to communicate in foreign languages, to get deals done, to manage teams, to convince people in a meeting, to negotiate. That’s what you need language for. ”*

Esther Van Berkel  
Director of Studies, Language Institute Regina Coeli, The Netherlands



*“ For us [at the Austrian Federal Economic Chamber] it’s very important that our staff, that people can speak several languages...at least one foreign language, as we do trade over the borders. This is one thing, and we have incoming tourists, so it’s obviously a benefit to speak one or two foreign languages.*

*In addition, we are an incoming country for migrants and refugees, so we have a large number of foreign workers who come here without knowing German, or any other language, and we make an effort to teach them languages as otherwise they wouldn’t succeed in their jobs. ”*

Friederike Sözen  
Policy Advisor, Educational Policy Department, Austrian Federal  
Economic Chamber, Austria



*“ The basic problem is that people who make policies - decision-makers - generally see languages – diversity, actually - not as a value, not as something to be preserved, but as a problem... I think we should begin by addressing comprehensible papers, and there are several of them, [and] research findings, which they may read... or relay on TV, or other media, and change public opinion.*

*[...] If one looks at practices which have been proved to be – even for colonial powers – proved to be effective... those practices were based on teaching officers – functionaries of the state – several languages. By this not only did they know things better... it was the intangible bond which comes from someone speaking your language... This created bonds. ”*

Tariq Rahman  
Dean of Social Sciences, Beaconhouse National University, Pakistan



*“ It depends on the audience. Firstly, with younger students, parents who are considering putting their children into a second-language program – typically a bilingual or immersion program – it’s the parents that we have to convince of the value of multilingualism, we need to speak not only of the economic value – in other words ‘How is this going to help my child get a good job?’ – we also have to look at the cognitive value, in terms of brain development. We have to look at the academic value – how it’s going to help them being successful in school; societal value – how they can be more meaningful contributors to society...*

*When it comes to older students... it’s a matter of making sure that they’re aware of all of the same things themselves, so that they can see how learning a language, or continuing to learn the language, will be definitely valuable for them. ”*

Norman Sieweke  
Consultant, Institute for Innovation in Second Language Education,  
Edmonton Public Schools, Canada



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## Humanizing Language Learning through Technology

“Technology [in the classroom] should humanize learning, not just digitize the curriculum,” insists Mark Sparvell, education leader at tech giant Microsoft.

During the Salzburg session, Sparvell offered Fellows a multitude of technological tools to do just this as part of a presentation on “Humanizing language experiences – the promising role of new technologies.”

The first tool to wow his audience was the Microsoft Translator app. Via either the website [translator.microsoft.com](https://www.translator.microsoft.com) or the smartphone app, Fellows were able to read a translation of Sparvell’s presentation in real time in one of 11 languages. Microsoft currently offers text-to-text translation for 60 languages with more to be added to the speech-to-text service used in Salzburg. Microsoft’s VoIP service, Skype, also offers real-time speech-to-speech translations in eight languages with more than 50 supported text-to-text in instant messaging.

While Sparvell readily admits that current digital translation services are by no means “perfect” he rightly points out that “they offer a means of understanding” that might not otherwise be possible.

*“ Technology should humanize learning, not just digitize the curriculum. ”*



These services can be used to help facilitate cultural exchanges between students across the world (as demonstrated by Microsoft’s annual “Skype-a-Thon” which connected half a million students in 48 hours in 2017), but also aid better understanding with parents from immigrant communities.

As another Fellow shared, her Japanese immigrant mother was intimidated by language barriers when the family moved to English-speaking Canada, hindering her ability to engage with her daughter’s school teachers and resulting in her being mislabeled as a disinterested parent. Many schools cannot afford to hire professional translation services for events such as large-scale parents’ meetings or one-on-one parent-teacher conferences, especially in diverse multilingual communities, where there is not just one dominant foreign language. Thus, using a free tool such as Microsoft’s real-time translator, while imperfect, could help parents overcome such language barriers.

Digital translation tools are improving rapidly thanks to artificial intelligence and machine learning. However, as Sparvell points out, “tech is a tool,” much like a fork, a spade or a digger, and tools can enable us to do things at greater scale, but tools still need some human initiation and guidance.

But not everyone has access to the same tools. “Is tech breaking down barriers or just putting up more?” one Fellow asked. Software can be given away for free (as was the case for all the tools demonstrated in Salzburg), but if schools do not have reliable hardware, electricity or internet access that free software is not useful.

Recognizing this injustice, many large corporations, including Microsoft, are engaging in philanthropic ventures to offer hardware to schools, improve national electric grid access and stability, and roll out mobile and broadband internet. This is not a purely philanthropic gesture: “Education is everybody’s business.”

“Education is everybody’s business.”



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## Calling for Multilingualism and Language Rights to be Valued, Protected and Promoted

The Salzburg session closed on a high as Fellows representing over 25 countries and many more languages came together to co-create a new “Salzburg Statement.”

Finalized in the weeks following their meeting in Salzburg, the Statement encapsulates the five intensive days’ discussions at the session, *Springboard for Talent: Language Learning and Integration in a Globalized World*.

In a world with more than 7,000 languages but where 23 languages dominate, the linguists, academics, policymakers, and business leaders present in Salzburg called for an uptake in policies that value multilingualism and language rights.

*“In today’s interconnected world, the ability to speak multiple languages and communicate across linguistic divides is a critical skill. Even partial knowledge of more than one language is beneficial. Proficiency in additional languages is a new kind of global literacy. Language learning needs to be expanded for all – young and old.*

*“However, millions of people across the globe are denied the inherent right to maintain, enjoy and develop their languages of identity and community. This injustice needs to be corrected in language policies that support multilingual societies and individuals.*

*“We, the participants of Salzburg Global Seminar’s session on Springboard for Talent: Language Learning and Integration in a Globalized World, call for policies that value and uphold multilingualism and language rights. ”*

*The Salzburg Statement for a Multilingual World*, launched on International Mother Language Day (February 21), offers clear recommendations on policy making, teaching, learning, translation and interpreting. The Statement calls on all stakeholders to act, which includes researchers and teachers; community workers, civil society and non-governmental organizations; cultural and media voices; governments and public officials; business and commercial interests; aid and development agencies; and foundations and trusts.

*“In their unique way, each of these stakeholder groups can embrace and support multilingualism for social progress, social justice, and participatory citizenship. Together, we can take action to safeguard the cultural and knowledge treasure house of multilingualism for future generations. ”*

The full Statement – in English and multiple other languages – is available in full online: [www.SalzburgGlobal.org/go/statements/multilingualworld](http://www.SalzburgGlobal.org/go/statements/multilingualworld) and on the following pages.

Since February 2018, the Statement has been translated into more than 50 languages, with more in progress. All translations have been provided through the goodwill and voluntary efforts of the Fellows and their colleagues.

If you wish to contribute a translation, please contact Dominic Regester, Program Director, Salzburg Global Seminar: [dregester@SalzburgGlobal.org](mailto:dregester@SalzburgGlobal.org)



## The Salzburg Statement for a Multilingual World

In today's interconnected world, the ability to speak multiple languages and communicate across linguistic divides is a critical skill. Even partial knowledge of more than one language is beneficial. Proficiency in additional languages is a new kind of global literacy. Language learning needs to be expanded for all – young and old.

However, millions of people across the globe are denied the inherent right to maintain, enjoy and develop their languages of identity and community. This injustice needs to be corrected in language policies that support multilingual societies and individuals.

We, the participants of Salzburg Global Seminar's session on *Springboard for Talent: Language Learning and Integration in a Globalized World* (December 12-17, 2017 [SalzburgGlobal.org/go/586](https://salzburgglobal.org/go/586)), call for policies that value and uphold multilingualism and language rights.

The *Salzburg Statement for a Multilingual World* will be supported by a comprehensive report and blogs on key topics published during 2018.

### WE LIVE IN A WORLD IN WHICH:

- All 193 UN member states and most people are multilingual.
- 7,097 languages are currently spoken across the world.
- 2,464 of these are endangered<sup>1</sup>.
- 23 languages dominate, spoken by over one half of the world's population<sup>2</sup>.
- 40% of people have no access to education in a language they understand<sup>3</sup>.
- 617 million children and adolescents do not achieve minimum proficiency levels in reading<sup>4</sup>.
- 244 million people are international migrants, of whom 20 million are refugees, a 41% increase since 2000<sup>5</sup>. Migrants and refugees alone would constitute the 5<sup>th</sup> most populous country in the world<sup>6</sup>.

Our world is truly multilingual, yet many education and economic systems, citizenship processes and public administrations disadvantage millions of people due to their languages and language abilities. We must tackle this challenge if we are to achieve the Sustainable Development Goals<sup>7</sup>, adopted in 2015 by 193 countries to “end poverty, protect the planet and ensure prosperity for all.” A just education system built on strong and fair language policies is fundamental to inclusive progress.

### PRINCIPLES

- Multilingualism denotes both the explicit teaching of languages, and the informal patterns of communication that emerge in multilingual societies.
- Plurilingualism is the knowledge of multiple languages by individuals.
- Historical, geographic, and socio-economic circumstances lead to many different forms and uses of multilingualism.
- Multilingual education, and support for social multilingualism by states and international organizations, promotes exchange of knowledge and intercultural understanding and strengthens international relations.

Targeted language policies can enhance social cohesion, improve educational outcomes and promote economic development. Additive language learning approaches allow children to build strong literacy skills in their mother tongues; help communities retain their languages of identity, knowledge and belief; and create opportunities to learn new languages of personal, recreational, cultural or economic benefit. Multilingual policies can sustain the unique and vital resource of language diversity and drive positive change in the world, economically, socially and politically.

**We urge individuals, corporations, institutions and governments to adopt a multilingual mindset that celebrates and promotes language diversity as the global norm, tackles language discrimination, and develops language policies that advance multilingualism.**

## RECOMMENDATIONS

### Policy Making

Successful language policy needs input from specialists and active participation of community stakeholders. Making rational and clear decisions about languages in society means:

- Negotiating clear goals that are realistic and achievable.
- Including all stakeholders in the policy process, with a prominent role for teachers at all stages.
- Sequencing policy from pre-school to post-schooling and non-formal and lifelong education.
- Focusing on all language assets and needs, including maintenance, learning and usage of the mother tongues of minority communities.
- Utilizing insights from educational and cognitive research for mother tongue and other tongue learning.
- Harnessing the potential of communication technologies.
- Securing adequate resources for full policy implementation.
- Monitoring and evaluating policy aims and implementation regularly.

### Teaching and Learning

The full scope of language policy is social, economic and cultural as well as educational. Lifelong learning of languages is essential for societies to sustain and benefit from multilingualism. Education, skills and labor policies should promote and recognize language learning for all, alongside positive appreciation of language diversity. Children and adults should be able to access integrated and continuous opportunities to develop, enrich and extend their language abilities throughout their lives.

A new paradigm of education is needed that includes traditional and alternative systems of knowledge and leverages modern technologies. Sites for active language learning go well beyond schools and higher education institutions. Streets, homes, social networks, digital environments, and refugee support settings can all actively promote learning and appreciation of languages.

### Translation and Interpreting

These services are integral to the design and delivery of public services and information exchange in multilingual societies. Equitable participation in health, education, economic and legal environments relies on freely available and professional language mediation.

## CALL TO ACTION

Stakeholders who can drive change include researchers and teachers; community workers, civil society and non-governmental organizations; cultural and media voices; governments and public officials; business and commercial interests; aid and development agencies; and foundations and trusts. We call on them all to help:

- Develop language policies, practices and technologies that support cohesive and dynamic societies with positive attitudes to multilingualism and plurilingualism.
- Actively support language rights, diversity and citizenship in official documentation and public messaging.
- Tackle all instances of discrimination, prejudice, bias and inequality associated with language and literacy.
- Recognize that minorities, migrants and refugees possess high linguistic capital that is of great value for our present and future world.

**In their unique way, each of these stakeholder groups can embrace and support multilingualism for social progress, social justice, and participatory citizenship. Together, we can take action to safeguard the cultural and knowledge treasure house of multilingualism for future generations.**

<sup>1</sup> *Language Atlas*, UNESCO: <http://www.unesco.org/languages-atlas/>

<sup>2</sup> Joseph Lo Bianco, "Resolving ethnolinguistic conflict in multi-ethnic societies," *Nature*: <https://www.nature.com/articles/s41562-017-0085>

<sup>3</sup> "40% don't access education in a language they understand," UNESCO: <https://en.unesco.org/news/40-don-t-access-education-language-they-understand>

<sup>4</sup> "617 million children and adolescents not getting the minimum in reading and math," UNESCO: <https://en.unesco.org/news/617-million-children-and-adolescents-not-getting-minimum-reading-and-math>

<sup>5</sup> *World Migration Report 2015*, International Organization for Migration: <https://www.iom.int/world-migration-report-2015>

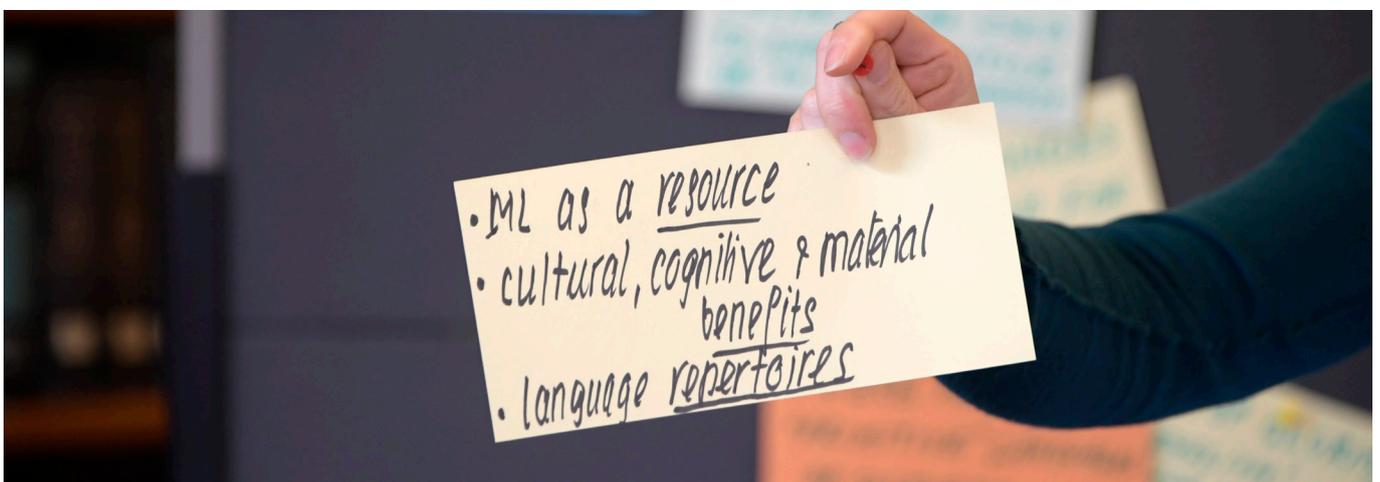
<sup>6</sup> *The Fifth Largest Country*, Population Connection: <http://www.populationconnection.org/article/fifth-largest-country/>

<sup>7</sup> *Sustainable Development Goals*, United Nations <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

## TRANSLATIONS OF THE SALZBURG STATEMENT FOR A MULTILINGUAL WORLD

Afrikaans	Esperanto	Korean	Slovak
Albanian	Faroese*	Ladin	Spanish
Amharic	Farsi	Luganda	Swahili
Arabic	French	Malay	Thai
Aragonese	Frisian	Ndebele	Tshivenda
Bangla	Galician	Nepali*	Turkish*
Basque	Georgian	Polish	Ukrainian
Breton	German	Portuguese	Urdu
Burmese	Greek	Russian	Vietnamese
Catalan	Hindi	Saami*	Welsh
Chinese (Simplified)	Icelandic	Scottish Gaelic*	Xhosa
Chinese (Traditional)	Indonesian	Sepedi	Xitsonga
Cornish*	Italian	Sesotho	Zulu
Dutch	Japanese	Setswana	
English	Khmer	siSwati	* <i>In progress</i>

All translations are available online: [www.SalzburgGlobal.org/go/statements/multilingualworld](http://www.SalzburgGlobal.org/go/statements/multilingualworld)



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## Session Participants

(All positions and bios correct at time of session – December 2018)

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### Cyril Bennouna

Cyril Bennouna is a senior research associate at the CPC Learning Network at Columbia University, where his research focuses on collaborations between governments, civil society, and international actors to address the needs of people affected by conflict and natural disaster. Previously, he was the technical lead for research at the Center on Child Protection and Wellbeing (PUKAPA) at the University of Indonesia. Bennouna has served as a researcher for the Program on Forced Migration and Health at the Mailman School of Public Health, the Columbia Group for Children in Adversity, and the International Trauma Studies Program. Currently based in Massachusetts, he has conducted field work in various parts of the United States, as well as Indonesia, Somalia, Ghana, Thailand, Haiti, and the Democratic Republic of the Congo. He has a master's in Public Health from Columbia University with a focus on forced migration and humanitarian assistance.

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### Pieter Boot

Pieter Boot is managing director of Delken&Boot, a family owned company for Dutch language training for immigrants, migrant workers, expats and people with low literacy. The company was founded in 2005. Boot has extensive experience in education and improving education quality. He believes that language learning is a fundamental need of people, just like food and shelter. Language proficiency has a direct impact on people's happiness, health and social environment. Good quality of education is not enough. It is the understanding of the human being behind the 'learner or student' that opens doors for innovative educational concepts. Previously, has trained and advised many management teams in education, health care, facility management and automotive. Boot and his team were commissioned by Hotelschool The Hague - one of the top three Hotelschools in the world – to launch an MBA program in hospitality management in 2013. Nowadays he is using his hospitality and educational experience to offer high quality language education where people feel comfortable. He holds a master's degree in hospitality management from RSM Erasmus University, The Netherlands.

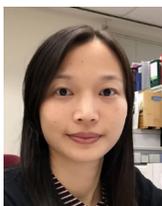
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### Tony Capstick

Tony Capstick is lecturer in TESOL and applied linguistics at the University of Reading. He carries out research on language use and language education in resource-low environments and his main focus is multilingualism and migration, particularly in refugee settings. He is currently part of the ESRC-funded ProLanguage network looking at language and education for refugees in Lebanon, Italy and Greece having previously co-authored the report *Language for Resilience* for the British Council. His monograph *Multilingual Literacies, Identities and Ideologies* (2016), based on his Ph.D. research exploring transnational migrant communities in Pakistan and the UK, is published by Palgrave Macmillan.

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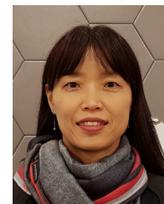
### Candy Chan

Candy Chan is a senior curriculum development officer in the Education Bureau with the Government of the Hong Kong SAR, where she leads development of the cross-disciplinary senior secondary core subject of liberal studies which is pivotal to students' application of knowledge and skills. She started her career as a secondary school teacher and joined the Education Bureau of HKSAR in 2007 and has since been engaged in curriculum development and school support work. She is a key player in the development of project learning and generic skills descriptors at the junior secondary level. She is experienced in planning for the curriculum interface, better learning and teaching. Chan obtained a master's degree in education from the University of Hong Kong in 2005. Since then, she has completed the Leadership Development Program in 2013 and Management Development Program in 2016 at the School of Business and Management at the Hong Kong University of Science and Technology.

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### **Mikyung Chang**

Mikyung Chang is the head of contents support department at King Sejong Institute Foundation, an overseas educational institution for teaching Korean Language and Culture. Established under the Ministry of Culture, Sports, and Tourism in Korea as a public institution, it supports 171 King Sejong Institutes (KSI) in 54 countries. She currently directs developing standard curriculum and language learning textbooks for KSI, along with online learning materials for the KSI website. Before she worked in KSIF, she worked as a coordinator for Korean Flagship Overseas Program for United States Government. She has given special lectures on *The Secret of Hangeul, Korean Alphabet*. Chang obtained a Ph.D. in teaching Korean as a foreign language from Korea University in 2012.



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### **Hywel Coleman**

Hywel Coleman OBE is an honorary senior research fellow in the School of Education at the University of Leeds, UK. He is also one of the Trustees of the Language and Development Conference series. Though of Welsh origin and born in the UK, he is now a permanent resident of Indonesia. Coleman is currently investigating the language repertoires and attitudes of scholars in the pesantren (traditional Islamic madrasahs) of Indonesia and in 2018 he is expecting to lead a study into the condition of English in multilingual Afghanistan. He is interested in language planning and policy, with a particular focus on the relations between international, national and local languages. He has undertaken consultancy work in 30 countries in Asia and Africa, most recently in Morocco, Gabon and Pakistan. He has authored and edited 12 books, including four volumes of proceedings of the Language and Development Conferences. He holds master's degrees from the Universities of Oxford and Lancaster, a teaching qualification from the University of Leicester, and a final diploma in Indonesian from the Institute of Linguists.



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### **Mohamed Daoud**

Mohamed Daoud is professor of applied linguistics at the Higher Institute of Languages of Tunis (ISLT). A specialist in English language teaching (ELT), he has a particular interest in sustainable language-in-education policy and planning, curriculum design, and teacher education. He has led several curriculum design and textbook writing projects in secondary, higher education, and vocational training. Additionally, he has helped establish professional teacher organizations in Tunisia, Algeria and Saudi Arabia. He has published and presented frequently at the local, regional and international level, most recently delivering the S. Pit Corder plenary at BAAL 2017. Daoud is currently writing a book proposing a teacher-oriented framework for curriculum development, with a focus on humanizing. He obtained a Ph.D. in English language teaching from the University of California, Los Angeles in 1991. He is a Fellow of Salzburg Global Seminar.



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### **Bessie Dendrinis**

Bessie Dendrinis is an emeritus professor of the National and Kapodistrian University of Athens. She taught and carried out research at the Department of Language and Linguistics of the Faculty of English, where she is presently Director of the Research Centre for Language Teaching, Testing and Assessment. She is the author of *The Hegemony of English* (co-authored with Macedo and Gounari), a book that has been translated in several languages and received the 2004 American Educational Studies Association (AESA) Critics' Choice Award. President of the Board for the national foreign language examinations in Greece, a multilingual examination suite known as the KPG, she is project director of the IFLC project, which resulted in the new state school curriculum for languages in Greece that has recently been recognized as 'best practice example' for the implementation of the principles of the Common European Framework of Languages (Council of Europe). As of 2015, she is President of the European Civil Society Platform for Multilingualism.





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### **Kerryn Dixon**

Kerryn Dixon is an associate professor in early childhood at the Wits School of Education in South Africa. She is currently the coordinator for a national project on developing teacher standards and redesigning university curricula for language and literacy in the primary school. She also published in the area of *Critical Literacy: Literacy, Power and the Schooled Body* (2011) and is a co-author of *Doing Critical Literacy* (2014), both published by Routledge. Her research and teaching interests are in the field of language and literacy studies, Foucaultian theory, and the application of spatial theories in education. She has a Ph.D. in early literacy.



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### **Marina Elbakidze**

Marina Elbakidze is a psychologist currently working for the National Assessment and Examination Centre (NAEC) in Georgia as an expert and item-writer, in the department of General Ability Testing for admission to master's degrees. She is also a lecturer at the faculty of psychology and education sciences in Tbilisi State University. She works also for the NGO - Caucasus Institute for Peace, Democracy and Development (CIPDD) - as a project manager, researcher and trainer. Her professional, practical and academic activities are mainly focused on education, minority rights and conflict analysis.



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### **Micheal Goodman**

Micheal Goodman is a group knowledge manager at Via Africa, an educational publishing house in South Africa. He has been working in education in charge of teaching, authoring, teacher education and publishing roles for more than 25 years. He has had the opportunity to explore what language learning means in a variety of contexts and in a number of roles. His key interest in these roles has been language, especially for learners who learn and are taught in a language that is not their home language. Goodman is passionate about the role technology can play in achieving good education. He believes that when applied effectively, technology can transform educational practice and solve the many problems we face across our continent. He has an honors degree in applied linguistics and a master's degree in English education from the University of the Witwatersrand, Johannesburg, South Africa.



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### **Vicky Gough**

Vicky Gough is the school's advisor and lead for modern foreign languages in the UK at the British Council. She has been working on a range of school partnership programs and international education programs for more than 20 years and regularly speaks on international education and on languages in UK schools. She commissions research into issues relating to languages in the UK, acts as a convener for language educators and interest groups, and works with other UK government departments to raise the profile of the teaching and learning of languages in the UK.



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### **François Grin**

François Grin teaches economics and diversity management at the faculty of translation and interpreting of the University of Geneva. He has previously held teaching and research appointments at the University of Montréal and the University of Washington (Seattle). He has served as deputy director of the European Centre for Minority Issues (ECMI) in Flensburg, Germany, and as adjunct director of the Education Research Unit (SRED) of the Geneva department of education. François has specialized in language economics, education economics, and policy evaluation in these areas. He is the author of numerous articles, books and chapters of books, and has steered several large-scale research projects for research agencies and international organizations. He also advises national and regional governments on language policy issues. He is the coordinator of the MIME (Mobility and Inclusion in Multilingual Europe, 2014-2018) financed by the European Commission's 7th Framework Program.

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**Gabriel Guillen**

Gabriel Guillen is an assistant professor in Spanish at the Middlebury Institute of International Studies (MIIS) in Monterey, California. At MIIS he teaches content-based language courses such as social entrepreneurship and Spanish in the community, connecting his students with English learners in the county of Monterey. His own dissertation at the University of California focused on online intercultural exchanges and the use of language learning social networks in the context of hybrid language education. In the past, he has been a Frontier Market Scout, an AECID Spanish fellow, a study abroad coordinator, a journal editor, a web developer, and a reporter who published more than 300 articles in Spanish. His teaching has been recognized with the 'Excellence in Teaching Year Award' from the UC Davis Department of Spanish and Portuguese. Gabriel also created the first community of blogs dedicated to the interchange of languages and publishes about language learning in the Huffington Post.



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**Kayoko Hashimoto**

Kayoko Hashimoto is a lecturer at the School of Languages and Cultures at the University of Queensland. She is also language and education thematic editor of *Asian Studies Review*. She teaches Japanese language and translation and interpretation of theories and practices to students with diverse linguistic and cultural backgrounds, and supervises domestic and international research students with higher degrees. Following her main research area, language policy, she has written extensively on teaching English in Japan and internationalization of Japan's higher education, and spreading the Japanese language in Asia from policy perspectives. As her recently edited book, *Japanese Language and Soft Power in Asia* (Palgrave Macmillan) demonstrates, she has been increasingly engaged in research on language policy in Asia. She also has been working on native-speakerism and the findings will be published in a co-authored book: *Beyond Native-Speakerism: Current Explorations and Future Visions* (Routledge, forthcoming). Hashimoto obtained a Ph.D. in education from La Trobe University, Australia.



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**Kathleen Heugh**

Kathleen Heugh is associate professor of applied linguistics at the School of Creative Industries, University of South Australia. A socio-applied linguist whose research focuses on multilingual education policies and practices, she has advised 35 national governments on language policy in Africa, Asia, Eastern Europe and South America. She led the first national sociolinguistic survey of South Africa and the first system-wide multilingual assessment of school students in the world. She has also undertaken system-wide and multi-country language education policy evaluation and research for governments and development agencies, including UNESCO. Much of her fieldwork is in remote, post-conflict communities in sub-Saharan Africa. In Australia she works with students from refugee and migrant backgrounds, and uses multilingual pedagogies in her teaching of English and linguistics at the University of South Australia. She has 180 publications and serves on 10 editorial boards. Together she and Christopher Stroud initiated the Southern Multilingualisms and Diversities Consortium; and with Piet van Avermaet, they edit the Bloomsbury Series, *Multilingualisms and Diversities in Education*.



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**Gabrielle Hogan-Brun**

Gabrielle Hogan-Brun is senior research fellow at the University of Bristol, UK. Her main research interests are in language policy and practices in multilingual settings and the economics of multilingualism. Her most recent book is *Linguanomics: What is the Market Potential of Multilingualism?* (Bloomsbury Academic, 2017). She serves on several international editorial and advisory boards and has worked with various European organizations, on aspects of language policy in multilingual settings. She was co-editor of the journal, *Current Issues in Language Planning*, and is founding book series editor of *Palgrave Studies in Minority Languages and Communities*. Currently, she also is co-editing a series handbook. Swiss by origin, she has a Ph.D. from Cardiff University, UK, and was awarded her habilitation in applied linguistics at Basel University, Switzerland.





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### **Barbara Holzapfel**

Barbara Holzapfel is general manager of Microsoft Education at Microsoft Corporation. She has more than 20 years' experience combining B2B and B2C marketing, and is passionate about driving growth, igniting innovation, and enabling scale. She has a track record in driving growth in enterprise software through marketing and innovation strategies. She has incubated and scaled businesses ranging from startups to multi-billion dollar global businesses. She specializes in marketing strategy, innovation, product marketing, demand generation, brand building, Go-To-Market strategy, SaaS, digital marketing, sales enablement, business model innovation, building great teams. Barbara is a board member at Anita Borg Institute for Women in Technology. She earned a MBA from Stephen M. Ross School of Business at the University of Michigan, USA.



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### **Svenja Kornher**

Svenja Kornher works at the Center for Multilingualism at the University of Konstanz, the first German branch of Bilingualism Matters. Together with Tanja Rinker (Eberhard - Karls - Universität Tübingen) and Janet Grijzenhout (Universiteit Leiden) she is currently leading a five-year project on multilingualism in schools funded by the Ministry of Science, Research and Art, Baden-Württemberg. This project aims to foster multilingual competences in teacher trainees and investigate how class communication can be improved with regard to multilingual students. She has a background in diversity management in higher education and organizational development with a special focus on migration/ multilingualism and LGBTQ topics. She is also an experienced diversity trainer and gained longtime working experience at a women's counselling center. She earned a Ph.D. in history from the University of Hamburg, Germany.



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### **Sindith Küster**

Sindith Küster is a K-12 education consultant for Qatar Foundation International. She is currently researching opportunities to establish Arabic as a subject embedded in the German school curriculum for German students as well as heritage speakers. She has worked on projects to develop teaching material for art education at Qatari schools on behalf of Qatar Museums and has led publication projects at the Language Division of Hodder Education. Küster has extensive experience working on cross-cultural projects with international organizations and the Supreme Education Council in Doha. Her professional, academic and voluntary services and activities focus on education, art and religion. She is a trained bookseller and studied at the FU Berlin, Tel Aviv University, and The Hebrew University Jerusalem. She obtained her MA in Jewish studies and communication science from the FU Berlin, Germany.



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### **Hyoshin Lee**

Hyoshin Lee is a director of the Department of English Language and the Future Knowledge Education Center at Konkuk University Glocal Campus in Korea. She is currently a consultant for foreign language education policy at the Seoul Metropolitan Office of Education. Before moving to the university, she taught English at state secondary schools for about 20 years. She has worked on a wide range of English education projects including policy making, curriculum development and teacher education. She has also been working with the British Council Korea as a consultant and a teacher trainer for the last over 10 years. Her major research interests include foreign language education policy, continuous professional development, curriculum alignment and ESP. She received a Ph.D. degree in teacher education in 2003 from the University of Manchester, UK.



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### **Joseph Lo Bianco**

Joseph Lo Bianco is a professor of language and literacy education at the University of Melbourne, Australia and a former President of the Australian Academy of the Humanities. He is a specialist in language education, bilingualism, multiculturalism, and the integration of minority children into mainstream schools as well as in language policy. His work combines practical intervention to write and implement language policies as well as academic analysis of complex language

problems in multilingual settings. He has conducted research and directed problem solving projects in language policy in many countries across the world, especially in Southeast Asia. Over many years he has been commissioned by national governments and international bodies, especially UNESCO and UNICEF, to lead collaborative projects on language education planning, problem solving in complex multi-ethnic settings, as well as advising on multicultural innovation. He has also devised a methodology for conflict mitigation and collaborative policy writing in multi-ethnic settings. He has an extensive publications record and is a book series editor for Springer publications.

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### **Bruno Macedo**

Bruno Macedo is a project manager at Calouste Gulbenkian Foundation, working in science, education, arts and culture, with a particular emphasis in health, knowledge, innovation and philanthropy. He is coordinating the new Gulbenkian Knowledge Program, that starts in 2018 and aims to educate for the future and invest in people who will make the change. He previously worked at the Portuguese Ministry of Health, developing strategies for global budget expenditure on health technologies and assessing innovation. Additionally, he served as secretary-general at the Portuguese Pharmaceutical Society (Ordem dos Farmaceuticos). He has lectured and published articles on health, was elected for several academic boards, and won several prizes on entrepreneurship and innovation categories. He has a master of science degree in pharmaceutical sciences from the University of Porto and is currently completing an MSc in international health technology assessment at the University of Sheffield, UK. He also has a post-graduate qualification in advanced management from Catolica Lisbon School of Business and Economics, and training in economic evaluation in healthcare from the University of York, UK



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### **Marcella Maria Mariotti**

Marcella Mariotti is a lecturer in Japanese studies at Ca' Foscari University of Venice, where she designs and directs research, teaching and placement projects with Japanese companies in Italy and with Italian companies in Japan. She is involved in international collaborative research projects with the University of Kyoto, Waseda, Kobe, UTS (Sydney) in the fields of E-learning, critical language pedagogy, and translation studies. She also translates from Japanese into Italian, mainly contemporary literature. Since 2014, she has been the chairperson of the Association of Japanese Language Teachers in Europe e.V. (AJE) with the role of coordinating international congresses, research and teaching of the Japanese language. Since 2017 she has been the representative delegate of Europe, Central and Middle East and Africa block for the Society for the Teaching of Japanese as a Foreign Language (Nihongo Kyōiku Gakkai). She holds an MA in media sociology from University of Osaka, Japan, and a Ph.D. in Japanese language education from Ca' Foscari University of Venice, Italy.



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### **Thérèse Mercader**

Thérèse Mercader is manager of languages education within the Department of Education and Training for the State of Victoria, Australia. She is responsible for the development of school language education policy and program implementation, including bilingual education, indigenous languages and the delivery of after school programs in 50 community languages to support the maintenance of heritage or community languages. She has extensive experience as a teacher, an education administrator and policy adviser, and has led significant languages education reform programs. She works with a wide range of stakeholders to inform the development of languages policy and to gain buy-in and support for the delivery of school language programs. She has contributed to the development of national and state languages education policies that respond to changing political, social, economic and educational environments, including the needs of Australia's dynamic and increasingly multicultural society.





**Catherine M. Millett**

Catherine Millett is a senior research scientist in the Policy Evaluation and Research Center at Educational Testing Service (ETS) in Princeton, New Jersey. Her research focuses on the factors leading to post-secondary access and success for first generation, low-income, and minority students. She has led four major evaluations focused on college access and success. Millett has a strong interest in graduate education particularly at the doctoral level. She directed the ‘Addressing Achievement Gaps’ symposium series for ETS. She is the Chair of the Global Access to Postsecondary (GAPS) Executive Committee. She also serves on the Millhill Child and Family Development Corporation Board of Trustees located in Trenton, New Jersey, and the Board of Directors of the Princeton, New Jersey, Family YMCA. She holds a B.A. in economics from Trinity College, an Ed.M. in administration planning and social policy from the Harvard Graduate School of Education, and a Ph.D. in public policy in higher education from the University of Michigan, USA. Catherine is a Fellow of several Salzburg Global sessions.



**Prosperous Nankindu**

Prosperous Nankindu is a Minister of State for education for the Kingdom of Buganda and a senior lecturer in the department of languages and communication at Kyambogo University in Kampala-Uganda, East Africa. She is a qualified teacher trainer and researcher with considerable experience in language policy and literacy acquisition in multilingual situations, African culture and mother tongue education, assessment, and evaluation. She sits on several boards at advisory level and has worked on local and international language and culture projects. She is an enthusiastic pursuer of opportunities for team membership, keen on lessons to learn out of all situations with great ability for multitasking without losing focus of main issues and desired goals. She is versatile, enjoys identifying key tasks and most likely best implementers as well as users of outcomes. She is devoted to embracing new approaches to learning, doing and understanding the inherent challenges of these approaches.



**Margaret Nankinga**

Margaret Nankinga is the chairperson of the Luganda/Lusoga/Lugwere Vehicular Cross-border Language Commission in Uganda. The Commission is an initiative of the African Academy of Languages which is a body of the African Union with a mandate of empowering and promoting African languages, in partnership with the languages inherited from colonial times, as factors of integration, development, and respect for values, mutual understanding and peace. She has engaged in creating awareness about Ugandan languages, has set up reader’s clubs in schools to encourage reading and writing of mother tongue and has done some translations of medical concepts into Luganda among others. She also works for a Luganda daily newspaper in Uganda as projects editor and has written for an online publication called Africawoman. Additionally, she has taught in Luganda secondary schools, and authored books in the language. Nankinga has a master’s degree in education from Makerere University, Uganda.



**Michael T. Nettles**  
**CO-CHAIR**

Michael T. Nettles is senior vice president and the Edmund W. Gordon chair of Educational Testing Service’s (ETS) Policy Evaluation and Research Center (PERC). Nettles has a national reputation as a policy researcher on educational assessment, student performance and achievement and educational equity. His publications reflect his broad interest in public policy, student and faculty access, opportunity, achievement, and assessment at both the K–12 and postsecondary levels. In August 2014 President Barack Obama appointed Nettles to the President’s Advisory Commission on Educational Excellence for African Americans. He was appointed by two US Secretaries’ of Education to serve on the National Assessment Governing Board (NAGB), which oversees and develops policies for the National Assessment of Educational Progress (NAEP). He also served for eight years on the College Board of Trustees. Nettles also served on the National Research Council Board on Testing and Assessment (BOTA), the National Center for the Improvement of Educational Assessment (NCIEA), Inc.; and

the International Advisory Panel on Assessment (IAP) for the Human Science Research Council of the Republic of South Africa. Michael is a Fellow of several Salzburg Global sessions.

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### **Maria K. Norton**

Maria K. Norton has a career spanning 15 years with the British Council across three continents. This has included heading the ELT section in South Korea, directing award-winning partnership-funded projects in Tunisia and, more recently, innovating with blended learning for teachers in Italy. She is passionate about languages and cultures and has just recently relocated to Barcelona, Spain to continue forging connections between cultures, people and languages. Her thought piece *A language-rich future for the UK* was published in *Languages After Brexit* (ed Prof. Mike Kelly, 2017). Her special interests include blended learning and content language integrated learning.



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### **Kirk R. Person**

Kirk R. Person currently works with SIL International, an INGO focused on minority language issues. His current projects include collaboration with Save the Children on a Thai-as-a-Second-Language curriculum for migrant children and a book on multilingual education for UNICEF Thailand. After moving to Thailand in 1988 as a volunteer English teacher, he has conducted linguistic fieldwork in Thailand, Myanmar and China, and taught graduate linguistics courses at several Thai universities. He has represented SIL International to the Asia-Pacific Multilingual Education Working Group and the Thematic Working Group on Education for All (both hosted by UNESCO-Bangkok), and served on the Royal Institute of Thailand's National Language Policy Drafting Committee. He is an advisor to the Patani Malay-Thai Multilingual Education Program, which received the 2016 UNESCO King Sejong Literacy Prize. He obtained a Ph.D. from University of Texas, Arlington, USA.



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### **Robert Phillipson**

Robert Phillipson is an emeritus professor at Copenhagen Business School, Denmark. British by origin, for many years he was employed at the University of Roskilde, where the pedagogy was problem-centered multi-disciplinary projects. He also worked for the British Council in Algeria, Yugoslavia, and London, before emigrating to Denmark in 1973. His main books are *Linguistic Imperialism* (Oxford University Press, 1992), *English-only Europe? Challenging language policy* (Routledge, 2003), and *Linguistic imperialism continued* (Routledge, 2009). He has co-edited books on language rights and multilingual education, including *Why English? Confronting the Hydra* (2016) and four volumes of *Language Rights*, with his wife, Tove Skutnabb-Kangas. Having lectured worldwide and had lengthy involvement in issues of language education in southern Africa and India, he was awarded the UNESCO Linguapax prize in 2010. He studied at Cambridge and Leeds Universities, UK, and has a Ph.D. from the University of Amsterdam, The Netherlands.



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### **Loredana Polezzi**

Loredana Polezzi is professor of translation studies in the School of Modern Languages at Cardiff University. Her main research interests are in the connection between translation, migration and other forms of travel. Her recent work focuses on how geographical and social mobility are connected to the theories and practices of multilingualism, translation and self-translation. With Rita Wilson, she is co-editor of *The Translator*. She is currently a co-investigator in the research projects Transnationalizing Modern Languages and Transnationalizing Modern Languages: Global Challenges, funded by the UK's Arts and Humanities Research Council under its Translating Cultures and Global Challenges Research Fund schemes. She is also a founding member of the Cultural Literacy in Europe network and the current president of the International Association for Translation and Intercultural Studies (IATIS).






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**Arifa Rahman**

Arifa Rahman is a professor from the University of Dhaka, Bangladesh, with extensive experience in teacher education, research, supervising research and assessment. She has presented widely in international conferences and has published numerous research articles and chapters in journals and books. As an educational consultant, she has worked with international partners on language learning projects. She is involved in facilitating communities of teaching and learning among marginalized language teachers in her country. Rahman is an active proponent of South Asian regional networking and the sharing of best practices in educational development. She is an affiliate and associate leader at TESOL, USA, and IATEFL, UK, and the country representative of Asia TEFL. Her current research interest is context and culture in language education and the prevalent inequity in language education policy and implementation. She has a Ph.D. in language in education from the Institute of Education, University of London, UK.




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**Tariq Rahman**

Tariq Rahman works as the Dean of social sciences at the Beaconhouse National University, Lahore, Pakistan. He has written on the linguistic history of the Muslims of South Asia with titles including, *Language and Politics in Pakistan* (1996); *Language, Ideology and Power: language-learning among the Muslims of Pakistan and North India* (2002) and *From Hindi to Urdu: a Social and Political History* (2011). He was the first Pakistani to be given the Humboldt Research Award in Germany. He was also given the title of Distinguished National Professor in 2004 and the Lifetime Achievement Award in 2009. He has occupied the Pakistan chair at the University of California, Berkeley, and has been a research fellow at the University of Heidelberg, Germany. He has been a visiting fellow at Wolfson College, University of Oxford several times. He got his first doctorate in English literature from the University of Sheffield in 1985 and upon examination of his published work the University of Sheffield, UK, conferred a Doctorate of Letters to him in 2014.




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**Mitsuyo Sakamoto**

Mitsuyo Sakamoto is a professor in the department of English studies and in the Graduate School of Languages and Linguistics at Sophia University in Tokyo, Japan. She is a sociolinguist interested in how social settings enhance and inhibit bilingualism, and has been doing fieldwork in Japan, Canada, and Brazil. Currently she is working on a government-funded five-year project that addresses the need for effective majority education in establishing a pluralistic nation. She teaches minority language education, language and power, and critical applied linguistics. Her recent English publications include *Ethnolinguistic vitality among Japanese-Brazilians: Challenges and possibilities* and *Moving towards effective English language teaching in Japan: Issues and challenges*. She received a Ph.D. in second language and multicultural education from University of Toronto, Canada.




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**Maggie Mitchell Salem**
**CO-CHAIR**

Maggie Mitchell Salem is an executive director of Qatar Foundation International (QFI) with a focus on K-12 Arabic language and Arab culture education and interactions between young people across geographic, cultural and social boundaries. Salem's career began as a foreign service officer for the U.S. State Department where she served as a special assistant to Secretary of State Madeleine Albright and as a staff assistant to Ambassador Martin S. Prior to joining QFI, she was regional director for the Middle East and North Africa (MENA) region at the International Foundation for Electoral Systems (IFES), a leading democracy and governance NGO, where she implemented innovative programs in Egypt, Iraq, Iran, Jordan, Lebanon, Palestine, and Yemen. Prior to IFES, she worked as an independent communications consultant to leading US, European and Middle Eastern companies, non-governmental organizations and academic groups. She also served as director of communications and external relations at the Middle East Institute in Washington, DC. and at the US Embassy in Tel Aviv, Israel. A Fulbright scholarship to Syria in 1990 shaped her understanding of the peoples of the region as well as her career aspirations. Salem holds a bachelor's degree from Johns Hopkins University, Maryland, in political

science and psychology and completed coursework for a master's degree in contemporary Arab studies at Georgetown University, Washington D.C, USA.

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### **Li Sheng**

Li Sheng is an associate professor of communication sciences and disorders at the University of Delaware. She teaches and conducts research on language development and disorders and bilingualism. Sheng is currently leading a three-year funded project on the development of an oral language assessment tool for preschoolers who speak Mandarin Chinese as their native language. She has published and presented widely in cross-disciplinary fields of psycholinguistics, second language acquisition, child development, educational and developmental psychology, and speech-language-pathology. She is an editor for the *American Journal of Speech Language Pathology* and an editorial consultant for more than 30 academic journals and publishing companies. She obtained a Ph.D. in communication sciences and disorders from Northwestern University, Illinois, USA.



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### **Norman Sieweke**

Norman Sieweke is a consultant with the Institute for Innovation in Second Language Education (IISLE) at Edmonton Public Schools in Canada. He provides support for the teaching and learning of languages, in particular in immersion and bilingual programs, in the areas of literacy, pedagogy, assessment, resources, technologies, curriculum planning and CLIL. He works extensively in curriculum and leadership development and trains immersion teachers across North America, Europe and Asia. Sieweke has served as immersion program policy advisor for districts in North America and Europe. He manages IISLE's numerous international partnerships, regularly lectures at local universities, and taught German immersion for 25 years.



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### **Tove Skutnabb-Kangas**

Tove Skutnabb-Kangas has been actively involved with minorities' struggle for language rights for more than five decades. She has published in 50 languages with titles including: *Linguistic Genocide in Education - or Worldwide Diversity and Human Rights?* (2000); *Imagining Multilingual Schools: Language in Education and Globalization*, ed. with Ofelia García and María Torres-Guzmán (2006); *Multilingual Education for Social Justice: Globalising the Local* (2009), ed. with Ajit Mohanty, Minati Panda, and Robert Phillipson; *Multilingual Education Works: from the Periphery to the Centre* (2010, ed. with Kathleen Heugh); *Indigenous Children's Education as Linguistic Genocide and a Crime Against Humanity? A Global View* (2010) with Robert Dunbar; *Language Rights* (ed. with Robert Phillipson, 4 volumes, 1668 pp., 2017). Her research interests include linguistic human rights, linguistic genocide, linguistic imperialism, mother-tongue-based multilingual education, linguistic imperialism, subtractive spread of English, revitalization of endangered languages, and the relationship between linguistic and cultural diversity and biodiversity.



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### **Friederike Sözen**

Friederike Sözen works for the Austrian Federal Economic Chamber's (WKO) Educational Policy Department. Before joining WKO in 2008, she worked for the Burgenland Chamber for 18 years. She directed the careers' counselling and guidance services, and managed projects funded by Leonardo and ESF programs. Her professional focus has been to strengthen careers' and guidance counselling services as well as fostering entrepreneurial education. After taking on the role as WKO's policy advisor, she became deeply involved in entrepreneurship education policy. Sözen has served as a representative of the European Association of Craft, Small and Medium-sized Enterprises, on EU sponsored working groups: on entrepreneurship education, transversal skills and more recently she has participated as an expert in the joint Entrepreneurship360 project of OECD as well as the European Commission's working group on digital skills and competences. She holds a Ph.D. in psychology from the University of Vienna, Austria.





**Mark Sparvell**  
**CO-CHAIR**

Mark Sparvell is a thought leader for education marketing at Microsoft Corporation. Working with education leaders, researchers, and organizations globally, he aims to identify innovative practice, develop community and build capacity by leveraging digital solutions. Sparvell's most recent role involved the development and execution of a global school leadership audience strategy for Microsoft Education. Here, he was involved in building a worldwide community of professional practitioners, launching innovative professional learning through partnerships with university and EdX, creating the School Leader Academy BETT track and initiating an online school leadership toolkit. Sparvell's previous roles include school leadership, lecturing, teaching and consulting for over 25 years. As associate director for professional learning with Principals Australia Institute, he designed and delivered professional learning for leaders across Australia and Asia Pacific. He later developed Australia's largest online community of practice for school leaders providing innovative blended synchronous and asynchronous experiences. Sparvell has taught both pre-service and post-graduate studies at Flinders University, Australia, and worked widely with academic researchers across a range of initiatives. His education leadership is documented in numerous professional publications and he generates much content to maintain an influential professional social media footprint. His work as an educator and leader has been recognized for its impact with Australian and international awards and he is a frequent speaker at education events on topics such as 21st century learning design, digital transformation, innovation in organizations, and education leadership. He obtained a bachelor's degree in education and is currently obtaining a master's degree in education in leadership and management.



**Esther Van Berkel**

Esther Van Berkel is a director of studies at Language Institute Regina Coeli in Vught, The Netherlands, which specializes in residential, intensive, tailor made individual language courses. She is responsible for the quality and development of the language training programs, language trainers and language material (paper and digital). She is member of the board of the Dutch Council for Training and Development (NRTO) and in that role represents the private language schools in the Netherlands. Before joining Regina Coeli, she was a senior communication's manager and consultant at several Dutch Universities. She is passionate about languages and language learning, brain learning principles, and inter-cultural communication. She has a master's degree in Finno-Ugric linguistics and studied at Groningen University and Helsinki University. She attended post-degree courses in business strategy and change management. She recently participated in masterclasses on executive leadership and innovation management at the TIAS Business School, The Netherlands.



**Yirga Gelaw Woldeyes**

Yirga Gelaw Woldeyes is a researcher and lecturer at the Centre for Human Rights Education, Curtin University, Australia. His research focuses on the critical study of development, education and law, and the importance of lived experience and epistemic diversity for de-colonial and sustainable futures. He researches African experiences and Ethiopian traditions, and writes creatively on belonging and diasporic lives. He studies the impact of English being used as the medium of instruction in the Ethiopian education system, despite the fact that English is rarely spoken outside the classroom. His work seeks to challenge education policy that privileges western knowledge and language at the expense of indigenous knowledge and local experiences. His book *Native Colonialism: Education and the Economy of Violence Against Traditions in Ethiopia* was published in 2017. He taught law and worked with grassroots organizations in Ethiopia before completing his doctorate in Australia.

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## Participants by Citizenship

### Australia

Kayoko Hashimoto  
Kathleen Heugh  
Joseph Lo Bianco  
Therese Mercader  
Mark Sparvell  
Yirga Gelaw Woldeyes

### Austria

Friederike Sözen

### Bangladesh

Arifa Rahman

### Canada

Norman Sieweke

### China

Li Sheng

### China, Hong Kong SAR

Candy Chan

### Finland

Tove Skutnabb-Kangas

### Georgia

Marina Elbakidze

### Greece

Bessie Dendrinis

### Germany

Barbara Holzapfel  
Svenja Kornher  
Sindith Kuester

### Italy

Marcella Mariotti  
Loredana Polezzi

### Japan

Mitsuyo Sakamoto

### Netherlands

Pieter Boot  
Esther Van Berkel

### Pakistan

Tariq Rahman

### Portugal

Bruno Macedo

### Republic of Korea

Mikyung Chang  
Hyoshin Lee

### Spain

Gabriel Guillen

### South Africa

Kerryn Dixon  
Micheal Goodman

### Sweden

Gabrielle Hogan-Brun

### Switzerland

François Grin

### Thailand

Kirk Person

### Tunisia

Mohamed Daoud\*

### Uganda

Prosperous Nankindu  
Margaret Nankinga

### United Kingdom

Tony Capstick  
Hywel Coleman  
Vicky Gough  
Robert Phillipson  
Maria K. Norton

### USA

Cyril Bennouna  
Catherine Millett\*  
Michael T. Nettles\*  
Maggie Salem

*\*Returning Salzburg Global  
Seminar Fellow*

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## Participants by Country of Work

### **Australia**

Kayoko Hashimoto  
Kathleen Heugh  
Joseph Lo Bianco  
Therese Mercader  
Yirga Gelaw Woldeyes

### **Austria**

Friederike Sözen

### **Bangladesh**

Arifa Rahman

### **Canada**

Norman Sieweke

### **China, Hong Kong SAR**

Candy Chan

### **Denmark**

Robert Phillipson

### **Finland**

Tove Skutnabb-Kangas

### **Georgia**

Marina Elbakidze

### **Greece**

Bessie Dendrinis

### **Germany**

Svenja Kornher  
Sindith Kuester

### **Indonesia**

Hywel Coleman

### **Italy**

Marcella Mariotti

### **Japan**

Mitsuyo Sakamoto

### **Netherlands**

Pieter Boot  
Esther Van Berkel

### **Pakistan**

Tariq Rahman

### **Portugal**

Bruno Macedo

### **Republic of Korea**

Mikyung Chang  
Hyoshin Lee

### **Spain**

Maria K. Norton

### **South Africa**

Kerryn Dixon  
Micheal Goodman

### **Switzerland**

François Grin

### **Thailand**

Kirk Person

### **Tunisia**

Mohamed Daoud\*

### **Uganda**

Prosperous Nankindu  
Margaret Nankinga

### **United Kingdom**

Tony Capstick  
Vicky Gough  
Gabrielle Hogan-Brun  
Loredana Polezzi

### **USA**

Cyril Bennouna  
Gabriel Guillen  
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Catherine Millett\*  
Michael T. Nettles\*  
Maggie Salem  
Li Sheng  
Mark Sparvell

*\*Returning Salzburg Global  
Seminar Fellow*

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## Session Staff

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### **Clare Shine**

*Vice President and Chief Program Officer*

Clare Shine was appointed vice president and chief program officer of Salzburg Global Seminar in 2012. She is responsible for multi-year program strategy, design, partnerships and implementation in Salzburg and around the world; next-generation leadership development; communications and marketing; and the Salzburg Global Fellowship which straddles nearly 170 countries. Prior to joining Salzburg Global, Clare worked from 1990-2011 as an independent environmental lawyer and policy expert for intergovernmental organizations, national governments, the private sector and NGOs. Her work and publications focused on biodiversity and sustainable development, climate change, international trade, global and cross-border governance and cooperation, coastal and oceans policy, and conflict transformation. She has played an influential role in global biosecurity and biodiversity policy development, working as legal adviser to the World Bank, European Union, Council of Europe and African governments, and led environmental capacity-building projects across four continents. Clare is a UK-qualified barrister, an associate of the Institute for European Environmental Policy, a member of the IUCN Commission on Environmental Law, and a bilingual French speaker and professional facilitator. She began her career in industry, working in the media and publishing sector with responsibility for marketing and new ventures. Clare is also a professional journalist who was the Financial Times' theater critic in France from 2001-2011. She holds an M.A. in English literature from Oxford University, UK and post-graduate degrees from London University and the Sorbonne University, Paris, France.



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### **Dominic Register**

*Program Director*

Dominic Register joined Salzburg Global Seminar as a program director in March 2017. He is responsible for designing, developing and implementing programs on education, sustainability, and innovation. Prior to this he worked for the British Council for 14 years, initially on programs promoting education co-operation between the UK and China, Russia and Japan and then on school partnership programs. He lived in Bangladesh from 2008 to 2013 leading the British Council's school sector programs in Afghanistan, Bangladesh, Nepal, Pakistan and Sri Lanka. He was then posted to Jakarta where he was deputy director for education across the East Asia region. He returned to London in 2015 to become a senior school adviser, responsible for global program development, partnerships and research, all with a particular focus on 21st century skills. He has an M.A. in Chinese studies from the School of Oriental and African Studies in London and an M.A. in education and international development from University College London's Institute of Education, UK.



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### **Faye Hobson**

*Program Associate*

Faye Hobson joined Salzburg Global Seminar in January 2017 as a program associate. She primarily supports the planning, management and implementation of the *Culture, Arts, and Society* and *Education for Tomorrow's World* sessions and networks. Previously, she worked across a range of non-profit arts organizations in Northern Ireland in roles including community engagement, arts administration, and development. She was non-executive director at artist-led gallery and studios Platform Arts in Belfast, for two years. Following her studies, she undertook an internship with the Metropolitan Arts Center, Belfast, focusing on fundraising and event management. In 2016 she participated in the inaugural global cultural leadership program facilitated by the European Cultural Diplomacy Platform, convened alongside the 7th World Summit in Arts and Culture in Valletta, Malta. Faye was also a British Council research fellow at the Venice Architecture Biennale in 2014. She holds a bachelor's degree in photography from Falmouth University, UK, and a diploma in management practice from the University of Ulster, UK.



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## Report Author:

**Louise Hallman** is the editor at Salzburg Global Seminar. In her role she creates, commissions, and edits content for [SalzburgGlobal.org](http://SalzburgGlobal.org); edits, writes and designs Salzburg Global's reports and brochures; contributes features to external publications; liaises with visiting members of the press; oversees the management of the organization's social media platforms; and manages other in-house publishing and marketing projects. Her reports for Salzburg Global have covered topics including the future of the post-“Arab Spring” Middle East, European regional cohesion, Asian regional co-operation and sustainability, philanthropy in times of crisis, the right to health care, LGBT human rights, and education reform. She also leads the production of the annual flagship publication, *The Salzburg Global Chronicle*. Prior to joining Salzburg Global in 2012, she worked for the World Association of Newspapers and News Publishers (WAN-IFRA) as the manager of the “Mobile News in Africa” project, and the International Press Institute as a press freedom advisor, focusing on Latin America and Europe. She has also worked for the UK's Department of International Development and the crowdfunding platform, IndieVoices. During her studies, she undertook internships at media outlets including Al Jazeera and the *Yemen Times*. Louise holds an M.A. (Hons) in international relations and Middle East studies from the University of St. Andrews, UK, and an M.A. (with distinction) in multimedia journalism from Glasgow Caledonian University, UK.

## For more information contact:

### **Dominic Regester**

*Program Director*

[dregester@SalzburgGlobal.org](mailto:dregester@SalzburgGlobal.org)

### **Faye Hobson**

*Program Associate*

[fhobson@SalzburgGlobal.org](mailto:fhobson@SalzburgGlobal.org)

### **Louise Hallman**

*Editor*

[lhallman@SalzburgGlobal.org](mailto:lhallman@SalzburgGlobal.org)

## For more information visit:

[www.SalzburgGlobal.org/go/586](http://www.SalzburgGlobal.org/go/586)

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# Salzburg Global Seminar

Salzburg Global Seminar is an independent non-profit organization founded in 1947 to challenge current and future leaders to shape a better world. Our multi-year programs aim to bridge divides, expand collaboration and transform systems.

Salzburg Global convenes outstanding talent across generations, cultures and sectors to inspire new thinking and action, and to connect local innovators with global resources. We foster lasting networks and partnerships for creative, just and sustainable change.

Over 36,000 Fellows from more than 170 countries have come together through our work, with many rising to senior leadership positions. Our historic home at Schloss Leopoldskron in Salzburg, Austria – now also an award-winning hotel – allows us to welcome all participants in conditions of trust and openness.

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