MINDS & SPARKS   UNIVERSITY OF TARTU   universität wien   ESPRONCEDA INSTITUTE of ART & CULTURE   NUROGAMES   YEN JEV   SOAS University of London   University of Roehampton London

RISEUP

REVITALISING LANGUAGES AND SAFEGUARDING CULTURAL DIVERSITY

Grant Agreement: 101095048

D4.1 Collection of practices, activities and tools that promote minority languages

Document Information

Deliverable number:	D4.1
Deliverable title:	Collection of practices, activities and tools that promote minority languages
Deliverable version:	1.1
Work Package number:	WP4
Work Package title:	Language Safeguarding and Revitalisation Methods
Due Date of delivery:	31.01.2024
Actual date of delivery:	31.01.2024 Revised version: 13.06.2024
Dissemination level:	Public (PU)
Type:	Report (R)
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Reviewer(s):	Yash Shekhawat (NURO)
Project name:	Revitalising Languages and Safeguarding Cultural Diversity
Project Acronym:	RISE UP
Project starting date:	01.02.2023
Project duration:	36 months
Rights:	RISE UP Consortium

Document history

Version	Date	Beneficiary	Description
0.1	05.09.2023	UNIVIE	Structure and Table of Contents
0.2	19.01.2024	UNIVIE	First draft for review
0.1	25.01.2024	NURO	Reviewed draft
1.0	31.01.2024	UNIVIE	Finished document
1.0	14.05.2024	UNIVIE	Rejection letter received
1.1	05.06.2024	UNIVIE	First draft of changes
1.1	13.06.2024	UNIVIE	Finished document

History of changes

No	Description	Date	Remark
1	Added history of changes (page 3)	12.06.24	
2	Update of "Document Information"	12.06.24	
3	Update of "Document history"	12.06.24	
4	Update of "Acronyms & Abbreviations"	12.06.24	
5	Minor corrections in the whole text (incl. streamlining of some terms)	12.06.24	
6	Correction of references in the whole text	12.06.24	
7	Minor corrections in Table 1	12.06.24	
8	Addition of a paragraph on language and culture in "2.2.2 Re-framing revitalisation: The power of new speakers"	10.06.24	As required in the request for revision of deliverable submission
9	Addition of a short paragraph on books and music in "3.3.1.1 The categorisation"	11.06.24	
10	Update of "Resources beyond the case studies"	12.06.24	
11	Update of "References"	12.06.24	

Executive Summary

The scope of this deliverable is to present a collection of practices, activities, tools, and methods for the promotion of minoritised languages. Our holistic and bottom-up oriented approach is based on a broad understanding of practices, activities, tools, and methods, which we refer to as "resources". The focus is on any resources, which are mobilised within the communities to encourage the use of endangered languages. Language learning in schools is excluded from our investigation, as we assign formal learning and institutional education to the area of language policy.

Following a language ecological approach, we connect the languages and varieties to the world and consider the relationship between language users, languages and varieties, and the context. Languages and varieties do not exist in isolation and therefore their relations have to be taken into account. From an ecological perspective, revitalisation is understood as the search for the nature of ecology, which enables the preservation of linguistic diversity. The so-called new speakers have become important players in language revitalisation in addition to intergenerational transmission. We argue that usage-based language learning is an adequate approach to understand how new speakers promote endangered languages.

The research part outlines the research questions, methodology, and results and is followed by the resource part where resources collected from all case study communities of the RISE UP project are presented. Each case study is individually presented, providing insights into the identified resources.

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Acronyms & Abbreviations

Term	Description
AES	Agglomerated Endangerment Scale
D	Deliverable
DLD	Digital Language Diversity
ECRML	Charter for Regional and Minority Languages
EGIDS	Expanded Graded Intergenerational Disruption Scale
ELCat	Catalogue of Endangered Languages
EU	European Union
FCNM	Framework Convention for the Protection of National Minorities
LEI	Language Endangerment Index
RQ	Research Question
T	Task
UBL	Usage Based Linguistics
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNIVIE	University of Vienna
URL	Uniform Resource Locator
WAL	The World Atlas of Languages
WP	Work Package

1 Introduction

1.1 Overview

The scope of this deliverable is to present a collection of practices, activities, tools, and methods for the promotion of minoritised languages. Our holistic and bottom-up oriented approach is based on a broad understanding of practices, activities, tools, and methods, which we refer to as "resources" (see section 3.2). The focus is on any resources which are mobilised within the communities to encourage the use of endangered languages. Language learning in schools is excluded from our investigation, as we assign formal learning and institutional education to the area of language policy.

Language ecology, revitalisation and a usage-based approach to language learning are the backbone of the theoretical conceptualisation that guides our research like Ariadne's thread. They support the decisions we had to make when collecting and selecting resources and they will help to carefully interpret and evaluate the results in the future.

The main part of this deliverable is the presentation of the resources collected within the first year of research. The presentation is based on systematic research on the five RISE UP communities.

Moreover, resources beyond these communities are included if we consider them as particularly relevant and interesting for the purpose of revitalisation (see section 3.3.1.4).

Following an introductory section that lays the groundwork for this research, we detail the methodology behind the categorisation process as well as the resulting categories (Media, Events, Associations, Facilities and Services, Competitions and Awards, Digital Apps and Services, Further Resources) and subsequently conclude this contribution by relating the identified resources to their categories and to our micro-meso-macro scale.

1.2 Relation to other tasks and deliverables

This deliverable is related to the following other RISE UP tasks and deliverables:

Provides outputs to:

Table 1. D4.1. Output for other tasks and deliverables

Deliverable	Due Date	Output from D4.1
T4.2/D4.2	31.01.2026/30.04.2024	evaluation of the practices, resources, tools and methods
T4.3/D4.3	31.01.2026/30.11.2025	the development of non-digital and digital strategies
T2.3	/	identifying the need for further research
T3.3	/	development of guidelines
D3.2	30.11.2025	definition of a European language preservation ecosystem
T6.2	31.01.2025	requirements, architecture concept, UI/UX Design of RISE UP digital toolset

1.3 Structure of the deliverable

The deliverable is divided into three major parts: The first part is dedicated to the background of our research (see section 2) and starts with a brief overview of the five case study communities. This is followed by an introduction to the three theoretical key concepts of language ecology, revitalisation, and usage-based language learning, which provide the theoretical foundation for the subsequent identification and analysis of resources.

The second part (see section 3) then outlines the research questions, methodology, and results. It is followed by the third part, the resource part (see section 4 and the appendix) where resources collected for all case study communities of the RISE UP project are presented. Each case study is individually presented, providing insights into the identified resources.

2 Background

2.1 Brief introduction to the five case study communities

The five case studies of the RISE UP project refer to communities that use several languages and varieties, at least one of which is a so-called endangered language. These languages are usually labelled differently and labels such as "lesser-used", "minority", "small/er", "low-resource" or "endangered" consolidate and stabilise power asymmetries and hence the actual position. Naming these languages as "minoritised" takes the diachronic relationship of power, i.e. the process of getting into a particular position, into account. For that reason, we prefer "minoritised" to most of the other labels since all five languages (Aranese, Aromanian, Burgenland Croatian, Cornish, and Seto) have undergone a process of minoritisation and marginalisation with respect to political, demographic, and/or (socio)linguistic features in Europe. For Burgenland Croatian, minoritisation has to do with economic transformation and migration to the urban centre. The use of Burgenland Croatian (alongside varieties of German) is limited to peripheral regions at the Austro-Hungarian border and to the capital Vienna. Aranese, on the other hand, is located in a vibrant touristic region (and its surroundings) that has undergone a different economic transformation. Although the reasons of minoritisation and marginalisation are diverse, all communities have experienced or still experience periods in which the respective languages and varieties were held in low esteem and had little prestige. All of these languages and varieties are used together or alongside national languages whose status and prestige is higher.

We chose to conceptualise the phenomenon of interest as "languages and varieties" for two reasons: On the one hand, variety is the overarching concept and encompasses different languages from a linguistic point of view. All languages are varieties and the distinction between language and variety can be considered a question of political will. On the other hand, communities might attach great importance to naming their variety "language" for several reasons: It is languages that are taught at school or have a particular status. The varieties of a majority are generally named "languages" and therefore the denomination "language" is also an explicit strategy to combat existing hierarchical power relations. That is why we opt for "languages and varieties", even if for reasons of economy or comprehension, we might sometimes skip one of the two.

The five RISE UP communities were chosen for their diversity so that research depicts a variety of sociolinguistic situations. The heterogeneity can be illustrated in terms of protection under European language policy and the degree of endangerment according to well-known vitality scales.

The Framework Convention for the Protection of National Minorities (FCNM) and the Charter for Regional and Minority Languages (ECRML) are the main instruments aimed at empowering endangered languages and the associated communities in Europe. Although the five communities of the RISE UP project represent only a small part of the many minoritised languages and communities, their protection is a good example for a highly heterogeneous reality:

- Aromanian in Serbia (protection under the Charter: Part II (Article 7) and the FCNM), Aromanian in Albania, Bulgaria and Romania (FCNM), the Charter does not apply for Aromanian in Albania, Bulgaria and Greece, because these countries have not signed the Charter, and it neither applies for Aromanian in Romania (although Romania has ratified the Charter)

- Aranese in Spain (protection under the Charter: Part II (Article 7) and Part III (Articles 8-14))
- Burgenland Croatian in Austria (protection under the Charter: Part II (Article 7) and Part III (Articles 8-14) and the FCNM)
- Cornish is protected (protection under the Charter Part II (Article 7).
- Seto is not protected since Estonia has not signed the Charter and the signature of the Russian Federation is considered to be suspended from 16 March 2022)

The question if the Charter and/or the FCNM apply to a particular community is relevant because of the monitoring mechanism that includes regular state reports. Languages and communities that do not benefit from these frameworks of protection do not benefit from the policy recommendations in these reports.

Although all languages and varieties are considered as potentially endangered, their status can vary according to the most prominent scales on language vitality and/or endangerment, i.e. EGIDS (Ethnologue), AES (Glottolog), LEI (Language Endangerment Index), and the WAL (UNESCO World Atlas of Endangered Languages). These scales relate to each other and have a certain common basis: The well-known Ethnologue project uses the Expanded Graded Intergenerational Disruption Scale or EGIDS [1] which is explicitly based on the Fishman's [2] Graded Intergenerational Disruption Scale (GIDS). EGIDS measures the number of users who identify with a particular language and the number and nature of the uses or functions for which the language is employed. The UNESCO ad hoc expert group on endangered languages [3] adds language policy as a further criterion. The Language Endangerment Index (LEI) [4] is similarly based on the four criteria of intergenerational transmission, absolute number of speakers, speaker number trends, and domains of use. LEI is used for the Catalogue of Endangered Languages in the World (ELCat) on the Endangered Languages Project Website. Another relevant tool is the Agglomerated Endangerment Status (AES), an endangerment scale that was derived from Ethnologue as well as ELCat and the UNESCO Atlas of the World's Languages in Danger (WAL). AES is used on Glottolog, the reference information for the world's languages with a particular focus on so-called "lesser-known languages".

A brief overview illustrates the identified levels of endangerment and at the same time points out the different results produced by the selected scales: Aromanian in Serbia and Bulgaria (EGIDS: 6a Vigorous, LEI: Threatened), Aromanian in Bulgaria (LEI: Threatened, WAL: Critically endangered), in Albania (EGIDS: 6b Threatened, LEI: Threatened, WAL: Endangered/unsafe), in Romania (EGIDS: 5 Dispersed, LEI: Threatened), in Greece (EGIDS: 8a Moribund, LEI: Threatened), Aromanian in North Macedonia (EGIDS: 4 Educational, WAL: Safe), Aromanian (AES: Shifting), Aranese in Spain (EGIDS: 6b Threatened, AES: Not endangered (for Gascon), LEI: At risk, WAL: Endangered/unsafe), Burgenland Croatian (EGIDS: 6b Threatened, WAL: Endangered/unsafe), Seto in Estonia and the Russian Federation (EGIDS: 6b Threatened), Seto in Estonia (LEI: Endangered), and Cornish in the United Kingdom (EGIDS: 9 Reawakening, AES: Extinct, LEI: Awakening, WAL: Severely endangered).

The mentioned scales are criticised for largely ignoring the digital world. A rough estimate following the groups of indicators developed in the Digital Language Scale [5], i.e. digital capacity, language digital presence and language digital performance, demonstrates that the minoritised languages chosen for RISE UP have significant, albeit different, gaps and that none of them can be classified as "vital" or "thriving" [6] in the digital world. From this it follows that "low resource" is a common denominator with respect to the digital capacity of all languages and varieties under investigation.

To sum up, the five case studies of the RISE UP project refer to communities that use a so-called endangered language or variety (Aranese, Aromanian, Burgenland Croatian, Cornish, Seto) alongside other languages and varieties. All communities are minoritised, albeit for different reasons. The endangered languages and varieties are diverse with regard to their estimated level of endangerment and their protection status. All of them can roughly be seen as low-resource languages.

2.2 Theoretical background

2.2.1 Language ecologies and the danger of a single solution

Following Einar Haugen, language ecology is defined as "the study of interactions between any given language and its environment" [7] (for more details see [8]). Research puts forward "the interrelationships between speakers and their languages as situated in their full (contemporary and historical) context" [8, p. 30]. Languages and varieties do coexist, influence each other, and they represent the ecological environment for each other. A main language ecological assumption is that languages – like the components of an ecosystem – cannot be considered in separation.

This also holds true for the study of endangered languages and varieties. From an ecological perspective, the protection of languages and varieties requires the entire language ecology to be taken into account. In the tradition of Mühlhäusler [9], an ecological approach is based on structural diversity. For revitalisation, the focus has to be on safeguarding language ecologies instead of languages. The RISE UP project is a good opportunity to engage in such a complex holistic endeavour through cooperation across the work packages. According to Mühlhäusler, an ecological approach on revitalisation asks about the nature of the ecology "that enables a diversity of languages to be sustained over long periods of time" [9, p. 235]. Within this scope, revitalisation means creating long-term sustainability of languages and varieties and addresses the maintenance of linguistic diversity, the restoration of functional links between different languages and varieties and the embedding of languages in a meaningful cultural, economic, and ecological context [10]. Moreover, attention should be paid to factors that are detrimental to the preservation of linguistic diversity and strategies to attenuate and avoid them are needed [9, p. 235].

As has been shown, the ecology metaphor highlights "the dynamics, interrelatedness, and situatedness of human communication" [11, p. 5]. It can be safely assumed that the ecologies associated with the five RISE UP communities differ considerably. It is worth looking at how linguistic diversity is negotiated in general and in Europe in particular. However, research into linguistic diversity has revealed a number of commonalities that can be used to discuss linguistic diversity and endangered languages. Mühlhäusler points to four different discourses characterising ecologies, i.e. the scientific, economic, moral, and aesthetic discourse [10]. According to these discourses, language preservation may be interpreted as rich linguistic datasets (scientific), as source of income, health or knowledge for environmental management (economic), as moral issue and linguistic human rights (moral) or in terms of holistic rightness and contribution to the quality of life (aesthetic).

Susan Gal [12] describes linguistic diversity in Europe, the common frame for all ecologies of RISE UP, as a "key contradiction" for the EU. She distinguishes between discourses of pride and discourses of profit and illustrates how profit and pride serve as axes of differentiation: In discourses of pride, language is framed as cultural treasure, whereas in discourses of profit, the value of language is interpreted in narrower economic terms as a means to material gain. Profit and pride are possibly also

features that resonate with the resources – an idea that will be kept in mind for the evaluation of the resources at a later stage.

Two conclusions are derived from this approach: The focus is on linguistic diversity and all endangered languages need to be considered in relation to the other languages and varieties present and their context. This is a challenge for research. The requirements are not fully realised since a full account of the interrelationships presupposes the mapping of all linguistic resources available, in and for whatever language or variety. In our presentation, we limit ourselves, however, to all multilingual resources and resources that (also) include the minoritised languages and varieties.

Second, the language ecologies vary from context to context and each ecology is specific. This is a warning against the single solution when searching for an ecology that enables a diversity of languages to be sustained. "The problem is that there is no single solution, that each ecology requires a different support system" [10, p. 337].

2.2.2 Re-framing revitalisation: The power of new speakers

Language revitalisation is often framed in a Fishmanian tradition with a strong emphasis on the recovery of intergenerational transmission. In the EUROMOSAIC report [13], a distinction is made between language reproduction, which means intergenerational transmission, and language production, which refers to the learning of a language by learners whose parents did not speak the language. EUROMOSAIC rejects the reification of language and departs from static concepts of language maintenance and shift. In accordance with the economically oriented frame, language prestige is understood as the value of a language for social mobility. Concepts such as endogamy or the capacity of the family point to a high importance accorded to intergenerational transmission.

A focus on intergenerational transmission is also pertinent to the well-known scales for language vitality and endangerment, some of which, like EGIDS, have emerged directly from Fishman's [2] Graded Intergenerational Disruption Scale (GIDS). Missing intergenerational transmission is considered as one of the main characteristics of language endangerment. If a language is not passed on to the younger generation, it will lose users. However, language revitalisation is rarely based on promoting intergenerational transmission alone. In the case of very small numbers of language users, language learning and the emergence of new speakers are the key to revitalisation. These new speakers may dominate in terms of numbers and even emerge from situations where no active native language users seem to be left, as was the case for users of Manx [14].

Apart from the small number of remaining speakers, there are further reasons why intergenerational transmission has become difficult, such as the demography. Globalisation, economic transformation, and migration have transformed European societies in general. On the one hand, users of minoritised languages who migrate to urban centres might find it difficult to maintain their language or even to raise children bilingually without the support of their families. This is the case for Burgenland Croatian language users who migrated to Vienna, for example. On the other hand, migration may also create the desire to (re-)discover the language that is not (or no longer) naturally present in the environment. Among those who migrate into territories where minoritised languages are used, the desire may arise to learn these languages and varieties and to become new speakers in order to better integrate into the local communities. As the importance of new speakers increases, so does the importance of language learning for revitalisation. To give the example of a success story, education remains a primary factor in the regeneration of Basque [14, p. 56].

In addition to the focus on intergenerational transmission, the lack of considering the opportunities of the digital world is another problematic aspect of framing revitalisation. Scales for digital vitality were published only recently, such as the Scale for Digital Language Vitality [5] or are still in preparation [15]. Ethnologue has added information on digital support in its 26th Edition. In general, data on digital vitality is only available for a few languages and – what is even more alarming – does not include the consequences of the AI revolution. Falling behind the development and the opportunities available for dominant languages represents a "digital timebomb" [6]. The qualitative revolution triggered by the generalisation of AI has increased the relevance of digital resources. Since the early 2020s, AI-based large language models have been producing new properties that have not been encoded by humans [16, p. 8]. These emerging properties represent unforeseen opportunities and risks for all languages with a limited corpus, i.e. for all minoritised and endangered languages. AI-based technology supports the construction of rich and annotated corpora. Corpora are the prerequisite for the digital development of these languages and are vital for their existence. If languages cannot be integrated into emerging AI-supported resources, precious opportunities for language use are lost. From an ecological point of view, the digital world represents a feature of the ecology, a fast-growing environment that needs to be considered urgently.

Another aspect is the language-culture nexus. Given that the focus is on the new speakers, particular attention must be paid to the cultural dimension of language. Even though language and culture are increasingly viewed as complex, dynamic, and not essentialistically linked, this is not necessarily the case in (research on) minoritised and endangered language communities. It is important to emphasise that the language-culture relationship presents itself as highly context-dependent: Conceptualisations that are functional for a language with many speakers such as English, especially when it is used as a lingua franca, may have little influence in another context. In other words, becoming part of an imagined "English culture" is most likely not the main goal for English language learners, whereas learning a minoritised language is often interpreted as part of a cultural endeavour. The idea of an inextricably close connection between language and culture manifests itself in important EU-documents that have an impact on language policy such as the Charter of Fundamental Rights of the European Union, Article 22 [17] or the Treaty on European Union, Article 3 [18]. Both target the respect of linguistic and cultural diversity which are perceived to be closely interlinked. Most recent reports on the status of diversity, such as the compilation of EU funded projects that support regional and minoritised languages [19], or the report on linguistic and cultural diversity [20], are in line with the conceptualisation of such a strong language-culture nexus. Bottom-up and top-down strategies meet in the common understanding that language is "a carrier of culture and identity" [20, p. 9]. This can be problematic for new speakers: "Language, like culture, is an intergenerationally transmitted learned behaviour, and many early definitions of culture casually include language as a subcomponent." [21, p. 124]. We can assume that new speakers, like all language users, engage in communicative activities with a strong cultural component. Their position on the language-culture nexus is likely to be heterogenous and might even challenge traditional assumptions, as they are outlined above.

In short, traditional framings of endangerment and revitalisation have some shortcomings with respect to mapping the current sociolinguistic state of linguistic ecologies with minoritised languages and varieties. New speakers have become a strong driving force for revitalisation, and they may find rich opportunities for learning and using language in the digital and the analogue world.

2.2.3 A usage-based approach to language learning: Use it, don't lose it!

Traditional approaches to language learning focus on individual learners and their acquisition of grammar and vocabulary. They are generally well adapted to institutionalised learning in the classroom, but largely ignore the potential of the ecologies. Pedagogies based on language as a system leave the rich linguistic opportunities outside the context of formal or non-formal learning largely unexplored. Usage-based linguistics emphasises the importance of using and acting with and through language because "meaning is use and structure emerges from use" [22, p. 191].

A usage-based approach to learning is linked to the ecological perspective on revitalisation since it takes the environment into account. Language learning is understood in terms of a social activity that involves interaction. Minoritised languages and varieties constitute a particular environment: Users of these languages and varieties may struggle with isolation because they lack someone with whom they can interact in their immediate environment. Language learners will possibly suffer even more from the lack of opportunities to use the language outside the formal learning context.

From recent research in "endangered and minority language pedagogy" [23] we learn that current pedagogies for foreign languages based on meaningful social interaction, content-based learning or various translanguaging pedagogies, have the potential to inspire the teaching and learning of minoritised languages and even to contribute to a reframing of language pedagogy in this context. Within a usage-based perspective, teaching, learning, and using languages and varieties are closely linked. The emphasis is on how language is learned from "participatory experience where personal goals are achieved by communicating intentions, concepts and meaning with others" [24, p. 61]. In this scope, language learning is less about memorising grammatical structures or vocabulary, and more about meaningful encounters.

Therefore, usage-based language learning is connected to opportunities of language use and not limited to official language learning materials. Usage-based language learning approaches can include any form of (authentic) digital or print media that allow or encourage exposure. Examples for language learning resources in the usage-based approach are communication with locals or native speakers [25], print or online magazines and newspapers, television series or movies in their original version [26], games, fanfiction [27] or any kind of online forums or blogs. Therefore, face-to-face encounters with target language users are complemented by a wide range of further opportunities and virtual online interactions or the self-directed use of online resources, which is becoming known as the "digital wilds" [25], [27].

From what has been said so far, it has become evident that resources are key to language learning. Therefore, our research identifies opportunities for using languages and varieties in a broad sense and will not only consider the obvious ones, such as educational materials or language learning apps, but also any services, networks, or activities promoting language use.

To summarise, from a usage-based perspective, language learning is closely related to resources. The potentially limited opportunities to engage with the minoritised language can be complemented by the various resources of the digital world. The figure below gives an overview on the key concepts in which our research is grounded.
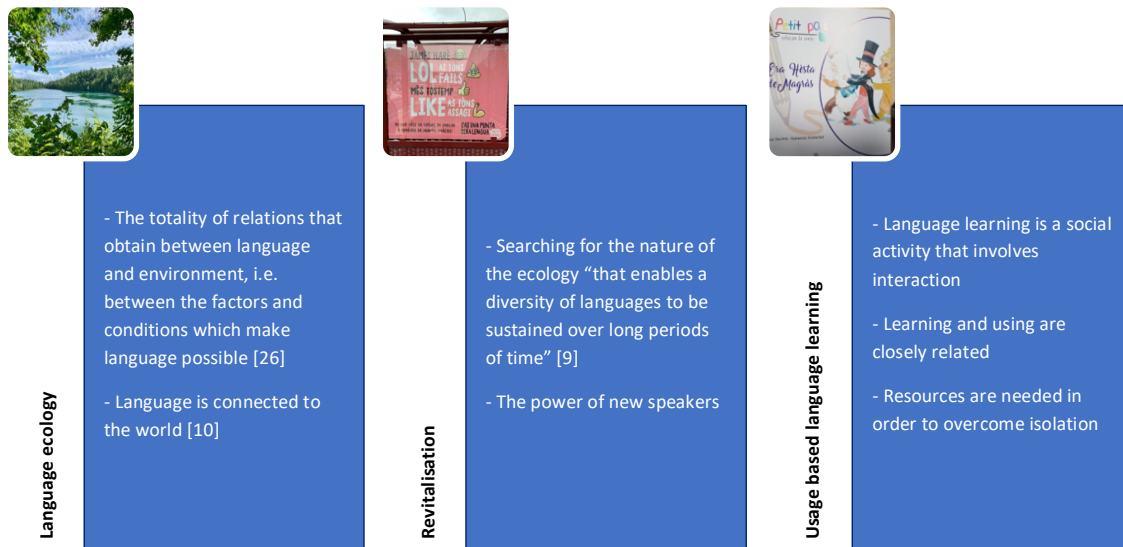
Figure 1. Theoretical framework (Images @ Stefanie Cajka and Eva Vetter)

3 Research part

In this section, we first state the research questions guiding our work. Then, the methodology used to answer those questions is elaborated on. Finally, we present the results according to the order of the research questions and with regard to the RISE UP case study communities.

3.1 Research questions

This deliverable is concerned with taking stock of the practices, activities, tools, and methods that have the goal to promote minoritised languages. This objective is also reflected in the research questions which were formulated as follows:

- RQ1: Which practices, activities, tools, and methods aiming at promoting minoritised languages can be identified within (and beyond) the chosen case studies?
    - RQ1.1: How can these practices, activities, tools, and methods be categorised?
    - RQ1.2: How does the availability of these practices, activities, tools, and methods compare across the case study communities?
- RQ2: Which level of the micro-meso-macro scale do the above-mentioned categories target?

In the next section, we elaborate on the research methodology that was used to answer the research questions.

3.2 Research methodology

To answer the research questions stated in section 3.1, it is essential to define what is meant by "practices, activities, tools and methods". We approach this collection of terms from a usage-based perspective (see section 2.2.3). This means that everything we have collected was something that requires the active or passive use of the minoritised language. I.e., people have to use the minoritised language to interact with the respective resource or engage in the respective activity. Following a

usage-based approach, language use is strongly related to language learning. And learning and using a language are important criteria when it comes to language vitality [3]. Hence, we came up with this very broad understanding of what could contribute to promoting a minoritised language. For the sake of brevity, we will continue to use "resources" instead of "practices, activities, tools and methods" in the following.

This does not mean, however, that all the resources are entirely in the minoritised language. In fact, we question if entirely monolingual resources do even exist, given the fluidity of languages and the influence they have on each other. The goal was to look for resources that use the minoritised language (or require the use of the minoritised language) to a significant amount.

The blueprint for the collection of the resources was developed based on the Burgenland Croatian case study community. For (research) economic reasons, this was the most expedient approach, due to the geographic proximity and the already existing networks of UNIVIE with the Burgenland Croatian community. The collection of resources mainly took place through ethnographic research. This included a thorough desk research online (digital ethnography/website analyses in their broadest sense) as well as offline research through site visits and meetings with community contacts and happened in a recursive process over several months. Based on the resources identified during this process, a category system (see section 3.3.1.1) was developed and then applied to the resources of the other four case study communities (Aranese, Aromanian, Cornish, and Seto).

To collect resources of the other four case study communities, a spreadsheet was designed for each case study language, including sections for every category of the above-mentioned category system. Resources that were already collected in a joint effort of the RISE UP consortium throughout the first months of the projects were continuously entered into the spreadsheet. Then, the partners were asked to check and complete the spreadsheet for the case study community they have the most expertise on. Moreover, a form was designed to collect partners' input on books and music in the respective case study communities.

In a parallel process, the development of a questionnaire took place. This had a synergistic effect with the collection of resources, as many questions are concerned with the availability, the use, and the importance of resources in relation to the respective case study community. The above-mentioned categories (which are explained in more detail in section 3.3.1.1) were an important basis for the development of the questionnaire, as they guided the organisation of the questions relating to WP4. The already collected resources were listed and asked about in the questionnaire (e.g. "How regularly do you read articles in <Case study language> in the following print media?").

The questionnaire has a total of 68 questions and was set up in a joint effort with the RISE UP partners. The questionnaire was developed to be distributed among all five case study communities. Therefore, there were five different versions of the questionnaire (content-wise regarding the listed resources, if applicable) and these versions were translated into the following varieties:

Table 2. Language options of the questionnaire for the five case study communities

Case Study Community	Language Options of the Questionnaire
Aranese	Aranese
	Catalan
	Spanish
Aromanian	Aromanian
	Albanian
	Bulgarian
	English
	Greek
	Macedonian
	Romanian
	Serbian
Burgenland Croatian	Burgenland Croatian
	German
Cornish	Cornish
	English
Seto	Estonian
	Russian
	Seto

The questionnaires were released on a rolling basis in autumn/winter 2023/2024. At the time of writing this report, the survey is still ongoing. For this reason, we refer to preliminary results only selectively, where available. As the questionnaire results will feed into multiple work packages and deliverables, detailed results and explanations will follow in subsequent reports (e.g. D4.2).

3.3 Results

In this section, we will answer the research questions and present the results of our research. The actual resources will, however, be listed in the appendix (see also section 4 ("Resource part"). It is important to acknowledge that our results and the lists of resources reflect what we know at this point in time. It is a work in progress, and we are well aware that we will be able to learn more as the project progresses. Furthermore, we are only listing resources here; this deliverable does not provide any information on the extent to which the identified resources are being used by the community.

In the next sections, we will elaborate on the identified resources in and beyond the case studies, and we will explain which levels of the micro-meso-macro scale the resource categories target.

3.3.1 Identified resources in and beyond the case studies

In the following, the categorisation developed for the resources is explained. Then, we detail which resources are available in the five case study communities and we compare the availability of resources across them in order to highlight potential shortcomings. Finally, we present selected resources available beyond the case studies.

3.3.1.1. The categorisation

In order to present the identified resources in a meaningful way, it was necessary to form categories. As already explained in section 3.2, a category system was developed based on the identified Burgenland Croatian resources and then applied to the resources of the other four case study communities. The category system consists of seven main categories and five subcategories. These are presented along with their descriptions in the table below.

Table 3. The category system with descriptions

Category		Description
Media	Print Media	Print media such as newspapers or magazines that are either entirely in the case study language or that publish articles in the case study language regularly (e.g. once a week/once a month).
	Websites	Websites that are written to a significant extent in the case study language and that regularly add new content in the case study language.
	Social Media	Social media channels/pages/groups that publish a significant amount of content in the case study language.
	Auditory Media	E.g. podcasts or other audio resources in/with the case study languages, radio stations with content in the case study languages.
	Audiovisual Media	TV shows, films, online videos in the case study languages or where a significant amount of the respective case study language is used.
Events		Circularly recurring events of the case study community (e.g. events that happen each year).
Associations		Case study community associations and clubs (e.g. cultural, sports-related, music-related).
Facilities and Services		Institutional offers which are not school-related (e.g. bilingual kindergarten, out-of-school educational projects, language courses, libraries, religious events, conversation groups).

Competitions and Awards	Competitions/awards related to the case study community; also, competitions/awards that can be won using the respective case study language.
Digital Apps and Services	Phone apps in/for the case study language / the case study community (e.g. online dictionaries), and digital tools/services available in the case study language, such as Wikipedia, machine translation, computer operating systems, mobile phone software, chatbots, games for PC/phone.
Further Resources	Anything not covered by the other categories; especially educational resources, archives, blogs, etc.

It is important to note that in addition to the categories in the table above, there are two other important aspects, namely books and music. We do not mention them in the table because we have not listed specific resources for them in section 4/the appendix. It would have been beyond the scope of our work to identify the available books, CDs, etc. for all five case study communities. However, we acknowledge their importance and address the availability/role of books and music in the next section, along with the availability of resources in the five RISE UP case study communities.

3.3.1.2 The availability of resources in the case studies

Within this section, we detail the resources accessible within the five RISE UP case study communities. We provide an overview of resources across various categories, alongside additional remarks on books and music. For a detailed list of resources, please refer to section 4 and the appendix.

Aranese

Aranese resources could be identified for each of the categories. Regarding Media, the Aranese community showcases a diverse range of online newspapers (categorised under Media>Websites). There are for example "SEGRE" or "Jornalet". "AUÉ" represents a multimedia platform that publishes the print newspaper "Periòdic d'Aran" and has an online presence through its website and TV channel "AUÉ TV". The availability of traditional television in Aranese is observed through the offerings on the online channel "Aran TV" that broadcasts in Aranese as well as emissions in Aranese in mainstream television like "TV3", "Betevé" and "AUÉ TV". The so far identified auditory media include podcasts like "Sons occitans" and radio programmes like "Catalunya Informació" that are broadcast in regular radio channels.

In the digital landscape, there are – besides the online newspapers - websites in Aranese from the "Institut d'Estudis Aranesi – Acadèmia Aranesa dera Lengua Occitana" and the "Conselh Generau d'Aran", for instance. Social media also plays a role in the Aranese community with social media channels on various platforms. Examples are "En Aranés", "Influaran" and "tikarantok". One famous Aranese user is the singer and activist Alidé Sans who is also featured in an official commercial in Aranese.

So far, three traditional events of the Aranese community have been identified, including "Hèsta d'Aran" and "Sant Creu de Salardú".

The Aranese community has various associations, mostly non-profit, dedicated to promoting and preserving Aranese. Non-profit association are for example the "Cercle d'Agermanament Occitano-Català", the "Associacion Es Paums" which focuses on music in Aranese, or the "Associacion entara Difusion d'Occitània en Catalonha" that is dedicated to the diffusion of Occitan culture through media channels. The "Associacio Culturau Institut Aranes" provides free Aranese language courses as well as funding for various projects and publications.

Regarding facilities and services, one resource has been identified, namely "Volontariat per Aranés". Moreover, two competitions were found. One of them is "Pica Lletres", a competition aimed at secondary school pupils.

In regard to digital resources, the online dictionary "dicodòc" serves as a valuable tool. Additionally, "Diccionari der aranés" and "Lo Congrès permanent de la lenga occitana" offer further specialised dictionaries.

Other resources, such as the online services of the "Institut Aranés", and various online materials from the "Institut d'Estudis Aranesi – Acadèmia Aranesa dera Lengua Occitana" as well as "EDU365.cat" offering games and informational pages or "Dictades en linha", a platform for online dictation exercises, further enhance the digital repertoire available for Aranese language learners and users.

With regard to books and publications, the website of the "Conselh Generau d'Aran" offers a range of publications/literature in Aranese, available online as PDF documents. The website of the "Institut d'Estudis Aranesi – Acadèmia Aranesa dera Lengua Occitana" also offers publications in Aranese and translations of well-known literary works in Aranese in PDF format.

As for many minoritised language communities, music also plays an important role for Aranese. With "Montanhes araneses", Aran even has its own anthem. Moreover, there is a folk-dance tradition. An important representative of contemporary music in Aranese is the singer and activist Alidé Sans.

Aromanian

For Aromanian, the media category is the one with the most resources found. Social media make up the largest part of this. It is noticeable that especially Facebook pages and groups seem to play an important role. However, the Aromanian community is also present on other platforms such as Instagram, TikTok or Reddit. Several websites were also identified, but by far not as many as social media channels/groups/pages. In terms of print media, three resources were found: The Aromanian journal "Zborlu a nostru", the magazine "Bana armânească", and the publication of the Arman Community of Romania "Fara Armãneascã". In terms of auditory media, three online radios were identified ("Radio ARMAKEDON", "Radio Romania International - Aromanian department" and "La Verliga Radio"), Aromanian music playlists were found, as well as some other resources (e.g. "Giony", a website for songs and lyrics). Regarding audiovisual media, one television channel has been identified ("MAK TV") as well as online videos.

In terms of events, those identified so far focus on cultural aspects. There is, for example, the "Primuveara a armânjiloru" that takes place every spring, the Aromanian cultural day "Dzâlili a Culturâljei Armâneascâ" or the children's cultural event "Cãnticlu nã leagã".

According to our findings, the Aromanian community has a large number of associations. There are two youth councils ("Consiliul a Tinirlor Armanj" and "Consiliul a Tinirlor Armãnj Arbãnãshii"), several local associations (e.g. "Aromanian Association of Athens", "Aromanian Association of Veria"),

traditional dance groups, cultural associations and more. There is even a national football team of the Aromanians, called "Armânamea".

Regarding facilities and services, the offerings of two associations have been especially noticeable. The "Aromanian Association of Veria" has a dance department, a choir, a theatrical team, a language learning department as well as a children's department. The "Association of Aetomelitsiots of Grammos" also offers dance classes and Vlach language courses.

The Aromanian community also has some competitions and awards. These include, among others, music competitions (e.g. "Fântâna di malâmâ") as well as a poetry competition for children and young people ("Njica lândârushi").

In terms of digital apps and services, two online dictionaries have been identified for Aromanian. These are "Freelang.net" and "DICTSIUNAR XIYISITU ONLINE A LIMBÃLJEI ARMÃNEASCÃ". For those who want to learn or improve their Aromanian, there are also some language learning resources available, such as "Anveatsã Armãneashti" and "Armaneashti anvitsam".

In terms of further resources, there is a range of materials available on the website of the "Aromanian Cultural Society Farsharotu".

The preliminary results of the Aromanian questionnaire indicate that the participants who completed the survey in the national languages (Albanian, Bulgarian, Greek, Macedonian, Serbian, Romanian or English; N = 117 to date 12/01/23) believe that there are not enough fiction, non-fiction, children's books and books for young people in Aromanian. However, the participants who completed the survey in Aromanian (N = 45 to date 12/01/23) paint a more positive picture.

Music plays a significant role in the Aromanian case study community. 65% of participants who completed the survey in the national languages (Albanian, Bulgarian, Greek, Macedonian, Serbian, Romanian or English) and 90% of participants who completed the survey in Aromanian listen to music regularly or fairly regularly. They mainly listen to music in Aromanian on streaming platforms, live or on CDs. Radio plays a minor role. 45% of the participants who completed the survey in the national languages and 39% of the participants who completed the survey in Aromanian disagree or strongly disagree with the statement that there are enough children's songs in Aromanian; and 52% of the participants who completed the survey in the national languages and 43% of the participants who completed the survey in Aromanian disagree or strongly disagree with the statement that it is easy to find new children's songs in Aromanian/Vlach. 87% of the participants who completed the survey in one of the national languages and 98% of the participants who completed the survey in Aromanian estimate that the contribution music makes to the promotion of Aromanian/Vlach is very large or large. As already partially mentioned, there are many singing and dance groups, streaming platforms, virtual music libraries and awards and competitions involving music that are widely known in the community.

Burgenland Croatian

For Burgenland Croatian, resources could be identified for each category. Regarding media, there are some players who cover a broad range of media types. "Novi glas", for example, is a print magazine published by the Hrvatski Akademski Klub. Its online platform "Noviglas.online" is the first of its kind in the Burgenland Croatian community in Austria. "Novi glas" also runs two social media channels, namely a Facebook page and an Instagram account. Moreover, they host a podcast and post videos on

various topics. For this reason, "Novi glas" can be found in all five sub-categories of "Media". A similar case is the weekly Burgenland Croatian newspaper "Hrvatske novine", which also has a website and runs social media accounts on Facebook, Instagram, and X (formerly Twitter).

In terms of "traditional" television, the only resources identified were the TV shows in or with Burgenland Croatian offered by the ORF (Austrian public service broadcaster), e.g. "Dobar dan Hrvati", which is broadcast every Sunday and is also available online. The ORF also has some radio programmes in Burgenland Croatian, a news website in Burgenland Croatian and there is also a Facebook page of the ORF's Croatian editorial office.

In regard to other audiovisual media, most of the resources identified are available online on YouTube and have been provided by different associations. The auditory resources we have identified for Burgenland Croatian are either podcasts or radio stations. Noteworthy is "Radio MORA", a free multilingual radio in Burgenland, which broadcasts programmes in Burgenland Croatian, but also in Hungarian and Romani.

The numerous Burgenland Croatian clubs and associations should also be mentioned. Many of them have a cultural focus, ranging from folklore to scientific interests to the organisation of cultural events.

The clubs and associations are an important factor regarding event organisation. The Hrvatski Centar, for example, has various event series and offers a wide range of events every year. Traditional annual events are, for example, the "Ulična fešta / Hrvatski kiritof", a street festival, and the Christmas market. Another important institution for Burgenland Croatian events is the KUGA. It hosts the "Bal Kuge" and the "Croatisada Festival". Other important events of the Burgenland Croatian community include the "Hrvatski bal Beč" in Vienna or "Jezik prez granic", a one-week seminar, where young people from different countries meet to practice the Croatian language.

When it comes to facilities and services, the Hrvatski center has several offerings. Examples are the library "Franjo Rotter", (Burgenland) Croatian language courses for adults, as well as offerings for children such as "JEZIČNA HIŽA/SPRACH.STUBE" where they can learn/improve their (Burgenland) Croatian. Another library exists in the KUGA in Großwarasdorf/Veliki Borištof.

There is a fairly broad range of awards and competitions for Burgenland Croatian: There are cultural awards for adults and young people as well as various competitions for children/pupils (e.g. recitation, singing or speech competitions).

In terms of digital apps and services, there are a few apps available in/for Burgenland Croatian (e.g. the Burgenland Croatian - German online dictionary "rjecnik.at").

Further resources for Burgenland Croatian include educational materials, the publications of texts in Burgenland Croatian, and archives. Regarding the latter, there are the "Arhiv Stinjaki", a virtual archive of Stinatz/Stinjaki with photos, audio and video recordings and text documents, and "Testimonium", a digital biography archive of the Burgenland Croats.

As far as books are concerned, preliminary questionnaire findings based on 29 responses suggest that the majority of the respondents rarely or never read fiction or non-fiction books in Burgenland Croatian. Furthermore, more respondents disagreed than agreed that there are enough fiction and non-fiction books in Burgenland Croatian for their needs. Also, more respondents disagreed than agreed that there are enough children's books and books for young people in Burgenland Croatian.

The latter seems to be particularly lacking, as no respondent (so far) stated that there are enough books for young people in Burgenland Croatian.

Music plays an important role in the Burgenland Croatian community. When it comes to more traditional music, the numerous tamburica groups and folklore dance groups are of high importance (e.g. "Kolo Slavuj" which is a supra-regional folklore ensemble of the Burgenland Croats in Vienna). But there are also more modern musical developments, such as "Krowodnrock" which emerged in the 1980s and is relevant to this day. A few years ago, the record label "Krowodnrock records" was founded in order to make Krowodnrock songs digitally available.

Cornish

For Cornish, resources have been identified in each category. Regarding print media, three resources were found. "An Gannas: Cornish Language Magazine" is a Cornish language magazine, accessible both in print and as a downloadable PDF online. Additionally, two regional newspapers feature news articles in Cornish.

Regarding auditory media, "BBC Radio Cornwall" offers a Cornish language broadcast reviewing the week's news, while "Radyo An Gernewegva" presents a weekly Cornish radio show. For music enthusiasts, there are two dedicated internet radio channels playing Cornish music. Podcasts tailored for Cornish learners are available on Spotify and Apple Podcasts.

In the realm of audiovisual media, there are "BBC's Cornish Shorts", a series of Cornish short films, and the first feature-length film "Hwerow Hweg". There's also a monthly half-hour Cornish Language TV programme, and YouTube offers additional ways to engage with Cornish.

With regard to internet presence, the websites of "Kresen Kernow" (a state-of-the-art archive hosting a vast collection of documents, books, maps, and photographs related to Cornwall's history) and "Kowethas an Yeth Kernewek" (a charity that promotes the Cornish language through various projects, publications and events, including the "Pennseythen Gernewek", the largest annual gathering of Cornish speakers) were identified, for instance. On the social media front, numerous groups cater to Cornish language learners and enthusiasts on Facebook, with some representation on Twitter/X, LinkedIn, TikTok as well as on Instagram.

Cornwall hosts multiple festivals that celebrate its cultural identity and showcase a commitment to preserving the Cornish language. Musical and folk traditions take centre stage in festivals like the "Cornwall Folk Festival", which features a range of folk music, including performances and workshops dedicated to Cornish language songs and traditions. The "Falmouth International Sea Shanty Festival" uniquely brings together global visitors to experience Cornwall's rich maritime culture through music, history, and community spirit. The community of St Just performs the "Ordinalia Plays", Cornish medieval mystery plays, in a historic amphitheatre. The "Kresen Kernow Events" at the Cornish Archive Centre provide exhibitions, talks, and workshops exploring Cornish language history and contemporary use.

Numerous organisations and associations play integral roles in promoting and preserving the Cornish language. For example, the "Cornish Language Office" within the Cornwall Council promotes the language and the "Kesva an Taves Kernewek" operates as the Cornish Language Board, providing information and organising educational initiatives. "Cussel an Tavas Kernôwek - The Cornish Language

Council" actively promotes Modern Cornish. In the media and arts sphere, "Screen Cornwall" produces Cornish language videos.

In terms of facilities and services, there are multiple opportunities to practice and use Cornish. "Sadorn Kernewek" ("Cornish Language Saturday") utilises online platforms to create an enjoyable space for speakers and learners to engage in Cornish language interactions. Other opportunities to use the language are the family afternoons where families meet to learn some games, songs, and phrases in Cornish to use in activities, and the "Cornish Conversation Groups - Yeth an Werin" that are informal gatherings of Cornish speakers. Another interesting resource is the "Cornish store", a set of shops where Cornish language-themed items are sold. There is also a Cornish museum, the "Wheal Martyn museum".

"Go Cornish" was assigned to more than one category of resources. It is a Cornish language learning programme in primary schools in Cornwall. The "Go Cornish Awards for Primary Schools" specifically focus on teaching Cornish, acknowledging the best-performing schools in Cornish language learning. There are many more different competitions to enter and awards to win like "The Gorsedh Kernow Awards" that seek to promote outstanding creative and community work that expresses Cornish identity and culture. These awards in the form of the "Awen Medals" are bestowed upon individuals in Cornwall and the Cornish Diaspora.

Among the competitions and awards identified were also "FylmK", an annual contemporary Cornish language short film competition, providing a platform for filmmakers to showcase their work, or the "Holyer an Gof: Cornish Books Awards" that specifically honors books about or set in Cornwall or written in Cornish.

Cornish has a fairly broad range of resources when it comes to digital apps and services. The "Online Cornish Dictionary" serves as a valuable tool, providing a comprehensive online Cornish-English dictionary. To enhance the user experience when writing in Cornish, tools like "SwiftKey" offer autocorrect functionality. ChatGPT in Cornish showcases the integration of Generative AI, making it more accessible. In the domain of language learning apps, a variety of options are available. For auditory learners, "Desky Kernôwek Bew" offers an audio language course. Complementing this, the "SaySomethingInCornish" initiative provides a free audio course accessible to all interested learners.

Some further resources have also been identified for the Cornish case study community. One of them is the "Cornish Language Calendar" to keep an overview of all the different Cornish language events.

Regarding books and literature, there exist fiction, non-fiction and children's books in Cornish. The question of whether these are enough is relative, depending on factors such as context, perspective, the amount of Cornish content in a book, whether the work is translated or not, etc. Having said that, it can be stated that there is a considerable amount of literature (fiction, non-fiction, and children's) in Cornish, especially considering its status as a revived language. Some of the key works in these areas include "'Alys y'n Vro a Varthusyon' ha 'Der an Gweder Mires'" by Lewis Carroll, "An Koes a Ven ha Hwedhlow Erell" by Wella Brown or "Dhe Emlow an Galaksi" by Rob Lyon (regarding fiction books) and "An Kevreyth Howlek" by Rob Lyon or "Cornish Names" by Graham Sandercock (regarding non-fiction books). Important works in terms of children's books or books for young people include "Morgowr ov" (I'm Morgowr), a Cornish/English bilingual children's book by Judy Scrimshaw, or "An Ky a Gerdhas bys dhe Loundres" by Ann Trevenen Jenkin. In regard to poetry, a notable Cornish poet is Tim Saunders,

with some of his poetry anthologies published entirely in Cornish, such as "Gol Snag Bud Ha Gwersyow Whath".

Music plays a vibrant role in the Cornish-speaking community. Cornish traditional songs, known as "kanow", often preserve linguistic features and vocabulary that might not be common in everyday speech. Moreover, contemporary Cornish musicians are also infusing elements of Cornish language into their songs, incorporating modern themes and styles while respecting traditional forms. Popular musicians who sang/sing in, or include, Cornish language include Brenda Wootton, Gwenno Saunders, Matthi ab Dewi, among many others. Worthy of mention is "Gorsedh Kernow", also known as the Cornish Gorsedd of Bards, a non-political organisation which promotes bardic traditions and celebrates Cornish identity. It is a vital force in the Cornish cultural landscape. Its efforts in language revitalisation, cultural celebration, and identity formation have played a significant role in the revival of Cornish language and the strengthening of Cornish cultural identity. Also, an e-archive, known as "The Cornish National Music Archive", curates information about the musical cultures in Cornwall and its diasporic communities.

Seto

For the Seto community, resources were identified for all categories, except "Further resources". In terms of media, Seto is not as well equipped as other case studies are, at least regarding the identified resources. So far, one monthly Seto newspaper ("Ajaleht Setomaa") and two annual publications have been identified. Furthermore, only one website ("setomaa.ee") and one auditory medium ("Setukeelsed uudised - news in Seto language, Vikerraadio") have been listed. The Seto community is present on social media, as some social media pages/groups on Facebook were identified. The audiovisual media we have listed include two movies, one fiction film about Johannes Pääsuke, the first Estonian film maker and his trip through Setomaa in 1912, and a drama of the Seto singer Hilana Taarka. There are also videos available, for example on the YouTube channel by Rein Järvelill, but according to our information there are no Seto TV shows.

As for Seto events, many of them are related to music. Music events take place in the Setomaa area every summer such as "Seto folk" in June and "Setomaa Kingdom Day" in August. In addition, three "kirmas" have been identified, the "Satserinna kirmas", the "Värksa kirmas", and the "Miikse kirmas". A kirmas is a Seto village festival that takes place on church holidays. Some are large events that attract many visitors from outside the area, while others are small community events. It is also worth noting that some of the listed events not only target the Seto community but reach a wider audience and non-Seto visitors as well.

The Seto community has numerous associations. Like the events, many of them are concerned with culture and music. The Leelo choirs play an important role. Seto Leelo is the traditional style of Seto folk singing. More than ten Leelo choirs have been identified. In addition to the choirs, there are also other cultural associations, such as a folk-dance group or a theatre group. Moreover, there are associations that promote the Seto language and culture in general, such as the "Seto Institute", or "Seto Infoselts".

It is noteworthy that in the category of facilities and services, among other resources, three museums were identified ("Obinitsa Museum", "Saatse Museum", and "Värska Farm Museum"). These are local museums that also function as cultural centers.

Regarding competitions and awards, two have been identified. "Sõnolisõ võistlus" is a competition for the best writers of lyrics for Leelo songs. "Kimmäs seto keele kõnõlõja võistlus" is a competition for the best speakers of the Seto language, where competitors have to translate a text from Estonian into Seto. Both competitions happen at the Seto Kingdom Day.

Only two resources were identified in the category of digital apps and services. Both of them are Estonian-Seto dictionaries. No other resources for the Seto community have been identified so far.

Regarding books in the Seto language, we draw on preliminary results from the survey. Based on 30 responses to the questionnaire for the Seto community, it seems that the Seto feel that there are not enough books in the Seto language. Especially children's books and literature for young people are lacking. In 2013-2017, the Seto Institute published several books in the Seto language that included for example the Gospels and poetry in a book series "Seto Kirävara". "Võro-Seto Tähtraamat" is an annually published collection of stories and essays that contains works by both Võro and Seto authors in their languages.

As mentioned in the previous paragraphs, music plays a very important role in the Seto community. The fact that the Seto Leelo polyphonic singing tradition is on UNESCO's intangible cultural heritage list is well known in the community and is a source of pride. Moreover, it is used in tourism and in applying for grants from various institutions. As mentioned above, the Seto community also has several large music events. According to the questionnaire responses, it seems that people listen to music in the Seto language but find that there are not enough children's songs in Seto. The important role of music for the Seto language is also recognised in the questionnaire responses.

3.3.1.3 Comparison of the availability of resources across the case studies

In this section, we compare the availability of the resources identified in the five case studies. It should be noted, however, that this comparison is based on trends rather than actual figures. There are two reasons for this. Firstly, the list of resources we are working with is still a work in progress. Secondly, the five case study communities are heterogeneous, as they are associated with diverse sociolinguistic contexts and ecologies (as explained in section 2.1). It is therefore not expedient to compare them, for example, in terms of the total number of resources.

Starting with print media, Burgenland Croatian is quite strong in this respect, with a weekly newspaper and several other publications/magazines (including one for children). For Aranese, Aromanian, Cornish, and Seto, fewer print newspapers/magazines were identified. Seto is particularly weak in terms of websites and auditory media. In contrast, Aromanian, Cornish, and Burgenland Croatian are quite strong in the latter category, with various podcasts and radio programmes/shows in the respective language. Looking at the digital sphere, Aromanian is the case study community where the most social media channels/groups were identified. It is worth noting that many Facebook groups were found for Aromanian, but also for Cornish. As far as our analysis goes, this is not the case for Burgenland Croatian, where only social media pages/accounts (and no groups) were listed. In terms of audiovisual media, Aranese was particularly noticeable, as there is Aranese content on several television channels. In the Burgenland Croatian community, for instance, YouTube (or the internet in general) seemed to be a more frequent source of audiovisual content. Interestingly, two films were listed for Seto, one documentary for Aranese and one film for Cornish (plus some short films), while films in the other case study languages (according to our research) do not play a role.

Events were identified for all five case study communities. Although these events differ from one case study community to another, as they are all embedded in different ecologies, there is a general tendency towards cultural/musical events. For example, Burgenland Croatian has the "Hrvatski Bal" and the "KUGA Ball", whereas we did not come across a ball in the other four communities. However, the other case study communities have other events that are unique in their ecology.

Associations seem to play an important role in all five case study communities. Most of them tend to focus on cultural matters and the promotion of the language.

With regard to facilities and services, only one was identified for Aranese ("Volontariat per Aranés"). In the other four case study communities, the resources identified within this category are quite diverse. For example, three museums were listed for Seto and one museum was found for Cornish, whereas no museums were identified for the other case study communities. In terms of facilities and services identified for the Aromanian community, associations play an important role, as they have several offerings. For Burgenland Croatian, the identified facilities and services include two libraries as well as educational offerings located in the Hrvatski Centar. Cornish also has a number of more or less informal educational offers in this regard. An interesting (and so far unique) identified resource here is the Cornish store, which is a set of shops selling Cornish language themed items.

Burgenland Croatian and Cornish have a wide range of competitions and awards in relation to their respective communities. Aromanian is in the middle range in this respect, while Aranese and Seto have less to offer, according to our findings.

Digital apps and services are very limited in most of the case study communities, often focusing on online dictionaries. Cornish has the best offering in this regard, with services such as autocorrect and ChatGPT available in Cornish. There are also games such as "WordTango" or "Kerdle" and specific language learning resources such as "Clozemaster" or "SaySomethingInCornish".

Further resources have been identified for Aranese, Aromanian, Burgenland Croatian, and Cornish. None were found for Seto. The resources identified are fairly diverse across the case study communities. However, online materials that can be accessed on websites have been listed for Aranese, Aromanian, Burgenland Croatian and Cornish. What is interesting about the Burgenland Croatian further resources is that they include several archives. For Cornish, the "Cornish Language Calendar" is a notable resource as it lists Cornish Language events.

It is important to emphasise that even if some case study communities appear to have more or even 'a lot' of resources compared to others, this does not mean that they are already sufficient. Compared to the resources available for majority languages such as English, Spanish, or German, there is still a long way to go.

3.3.1.4 Resources beyond the case studies

In addition to the resources available to the five RISE UP communities, which we analyse systematically and coherently, we have come across a variety of resources that are relevant to, and sometimes shared by, other minoritised communities in Europe. We consider them as equally important, since these resources could be a source of inspiration to other communities. It has to be said that in contrast to the resources listed above, they were rather randomly selected as products of the researchers' individual experience or as "by-products" of research in RISE UP. In the following, we will list resources

that we consider as motivating for (young) language users and that are of a more general interest since they are shared by at least two communities.

Liet International Music Festival

https://liet-international.com/

Known as the "Eurovision of minority languages", Liet International is a niche music festival that focuses on European minoritised and regional languages. This festival represents an important platform for artists to perform in lesser-known languages, some of which are at risk of disappearing. The festival not only celebrates linguistic diversity but also serves as a platform for political expression and cultural activism. Artists perform songs in various minoritised languages, such as Saami, Galician, and Corsican, making it a unique event that highlights Europe's linguistic and cultural diversity.

Suns Europe Festival

https://www.sunseurope.com/

Held in Udin/Udine and various locations in Friûl/Friuli, this performing arts festival showcases artistic productions in minoritised languages, including music, cinema, theatre, and literature. The festival is designed to feature contemporary artistic productions and is supported by various local and international public and private bodies. Suns Europe represents a significant platform for artists working in minoritised languages, offering them an opportunity to present their work to a broader audience.

Minority Language Media Events

https://www.ecmi.de/research/politics-civil-society/minority-language-media

The European Centre for Minority Issues (ECMI) hosts a variety of events and lectures on minoritised language media. These include discussions on the role of community in decision-making towards digitalisation of minoritised language newspapers and the effects of the COVID-19 pandemic on minoritised language media in Europe.

Premio Ostana - Writings in Mother Tongue

https://www.premioostana.it/en/

This is an annual prize and cultural event organised by the Chambra d'Òc association, celebrating linguistic and cultural diversity worldwide. It is aimed at authors, filmmakers, musicians, and artists who use their native or mother tongue in their creative work. The event's goal is to honour and promote minoritised and indigenous languages, providing a platform for artists to showcase their work in these languages. The event features awards in various categories, including literature, film, music, and translation, with participants from diverse linguistic backgrounds.

Language Races - Ar Redadeg, Korrika, and La Passem

https://www.ar-redadeg.bzh/?lang=fr; https://www.korrika.eus/es/recorrido;
https://lapassem.com/la-passem-et-ligams/

Language Races are events that aim at collecting money for minoritised languages. At the same time these events are highly effective advertising for minoritised languages and raising awareness on linguistic diversity.

Linguistic Risk Taking

https://www.usc.gal/gl/xornal/eventos/dia-europeo-linguas; www.aprenemloccitan.com

Linguistic Risk Taking is an initiative originally developed at the University of Ottawa. It has been transferred to the context of European RML and applied for Occitan and Galician. The aim is to address the challenges faced by language learners and to encourage language use.

3.3.2 The identified resources on a micro-meso-macro scale

In another step, we classified the identified resource categories on a micro-meso-macro scale depending on the level we perceive them to have the most impact on. Micro approaches traditionally focus on the individual and their interactions [29, p. 15]. Macro approaches are concerned with collective processes and social constructs [29, p. 15]. The meso level is in between those two and usually focuses on institutions [30, p. 497]. For our purposes in this deliverable, we suggest a slightly different approach. We understand the macro level as the general (majority) societal level, the meso level as the case study community level, and the micro level as the individual level. This order is not intended to reflect a hierarchy or present the minoritised language communities as subordinate to the majority society. Rather, it is intended to demonstrate the imbalance in power relations and areas of influence. The micro-meso-macro model is rather meant as an analytical tool in order to classify the resources. This shall enable us to better compare the case studies with respect to their profiles and the resources available beyond the case studies.

Figure 2. The micro-meso-macro model in use

It must be acknowledged that the micro, meso and macro level, as we describe them here, are not distinct, but they flow into one another. Moreover, the categories and individual resources often have an impact on more than just one level. Therefore, we assign the categories to the level we perceive them to have the most impact on, knowing that they might influence other levels as well.

Regarding the micro level – the individual level, as we understand it – it can be said that it includes all resources we have identified within the categories, as all of them can be used/attended/interacted with by individuals. Therefore, they all target the micro level. A category that can be primarily associated with this level are digital apps and services. We suggest that individual language learning resources such as websites also belong to this level.

The meso level concerns – in our understanding – the level of the minoritised language community. Clearly associated with this level are clubs and associations, as they usually contribute strongly to the community (by organising events, by offering/organising services such as language courses etc.). Events can also be assigned to this level, as they bring the community together. Competitions and awards, especially those with an exclusive focus on the minoritised language (community), also have an impact on this level. Media such as newspapers or magazines in the minoritised language, social media accounts/pages/groups, websites, podcasts and videos in the minoritised language also belong primarily to this level, as they contribute to shaping the discourse in the respective community. Language learning courses/projects/initiatives (usually categorised under "Facilities and services") also impact this level, as they teach and interconnect new speakers and therefore potentially contribute to the growth of the language community.

According to our definition, the macro level targets the general societal level, therefore the majority language speakers as well. In order for the resources and categories we have identified to impact this level, they need to reach the majority (language) society. Media, newspapers, and magazines in the majority language, that regularly publish articles in the respective minoritised language, can be associated with this level. It is the same case with TV shows in/with the minoritised languages that are broadcast on majority language channels. Same applies for radio programs in the minoritised language which are aired on majority language radio stations; but also multilingual radio stations that have programs in minoritised and majority languages belong to this level. When events not only attract community members, but also the majority society, they can be associated with this level as well.

Based on this initial assessment, it can be concluded that the distribution of the categories and resources across the three levels (micro, meso, macro) can be visualised using a pyramid (see figure 3). The individual level forms the broad basis, as it concerns all resources. Above this is the meso level, targeting the community, where numerous resources have an impact as well. However, only some resources impact the macro level and can therefore reach the majority society.
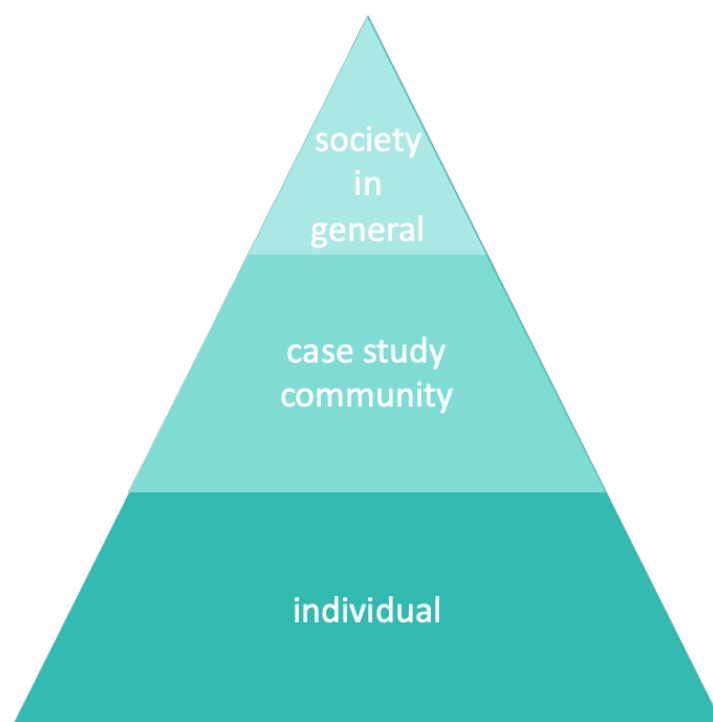
Figure 3. Visualisation of the distribution of the three levels

4 Resource part

This section is the centrepiece of the deliverable, as it refers to the actual resources we have collected. There are lists for each of the five case study communities, organised by categories. However, for the sake of clarity (and to avoid interrupting the flow of reading), we have decided to include the lists of actual resources in the appendix. As these lists are a work in progress and will be updated throughout the course of the project, the latest versions will be available on the RISE UP website (https://www.riseupproject.eu/resources/).

5 Conclusion

This deliverable presents resources for minoritised languages. The focus is on the five RISE UP communities. The research is theoretically grounded in language ecology, revitalisation, and a usage-based approach to language learning.

Following a language ecological approach, we connect the languages and varieties to the world and consider the relationship between language users, languages and varieties, and the context. Revitalisation is most commonly understood as reversing language shift in order to ensure the survival of languages and varieties. From an ecological perspective, revitalisation is slightly differently framed since the focus is not on languages and varieties in isolation, but on linguistic diversity. Hence, revitalisation is understood as the search for the nature of an ecology, which enables the preservation of linguistic diversity. Within this conceptualisation, attention is drawn to the so-called new speakers

who have become important players in language revitalisation in addition to intergenerational transmission.

Within an ecological approach, all kinds of learning languages and varieties – formal, non-formal and informal – are relevant for revitalisation. So called new speakers are learners of different ages, educational levels or status who put a certain emphasis in learning a particular language or variety. Their learning activities are as diverse as their profiles. According to the ecological perspective, language learning is linked with the world around and hence connected to language use. Similarly, language involves learning. Therefore, we adopt a usage-based approach to learning and consider the resources for learning and using languages and varieties as opportunities to engage in revitalisation.

Briefly, the investigation is based on an understanding of revitalisation that deviates from the traditional framing of revitalisation as the recovery of intergenerational transmission. In the present case, the focus is on language learning and hence on new speakers as carriers of revitalising processes. Connecting learning to language use increases the relevance of resources for revitalisation.

Empowering minoritised language users to use and create digital contents also ensures that the digital world is not dominated by a single language or culture but rather reflects the diversity of society. In today's interconnected world, web-based activities are essential and using minoritised languages in digital spaces helps to preserve and promote cultural diversity. The use of minoritised languages contributes to creating an inclusive online community where different cultural backgrounds and languages are valued. Furthermore, people who draw on digital resources for learning and using minoritised languages can better connect with like-minded individuals and prevent the sense of isolation in these language ecologies. It is important to portray minoritised language speakers as living subjects in our world [31, p. 166] who participate in and actively create their digital surroundings. This means representing and accepting the culture as "a living entity, rather than a curious part of our world that is somehow not a part of whatever we consider modernity to be." [31, p. 156].

Although the minoritised languages in the RISE UP ecologies are to be considered as "low-resource", they have been adapting the digital world in order to create opportunities for language use. The present research shows that they have developed quite different profiles. In the following we will evaluate the resources. The question in how far they resonate with discourses around linguistic diversity and articulate profit and/or pride is a possible next step.

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Appendix

ARANESE - MEDIA

Name	Description	URL
Print Media		
AUÉ: Periòdic d'Aran	Print newspaper	
Websites		
Website of the Institut d'Estudis Aranesi – Acadèmia Aranesa dera Lengua Occitana	Website with a linguistic and lexicographical content	http://www.institutestudisaranesi.cat/
Website of the Conselh Generau d'Aran	Has a website where you can switch the language to Aranese with downloadable publications particularly in the educational sphere	https://www.conselharan.org/
SEGRE	Online newspaper	https://www.segre.com/es/comarcas/val-aran/
La Mañana	Website with Aranese content	https://www.lamanyana.cat/
Jornalet	Free online newspaper with information about the Occitan region	https://www.jornalet.com/
Social Media		
Social media channels of the Conselh Generau d'Aran	Social media channels of the Conselh Generau d'Aran on Facebook, Instagram and Twitter (X)	https://www.facebook.com/conselharan/ and https://www.instagram.com/conselharan/ and https://twitter.com/conselharan
En Aranés	Social media channels promoting Aranese of the Conselh Generau d'Aran (Instagram & Twitter (X))	https://www.instagram.com/en.aranes/?hl=de and https://twitter.com/enaranes?lang=de
Influaran (Instagram)	An Instagram account with Aranese content	https://www.instagram.com/influaran/?hl=de
tikarantok (TikTok)	A Tiktok account with Aranese content	https://www.tiktok.com/@tikarantok_?_t=8XcfmuQMtyo&_r=1
Social media channels of the Institut Aranés	Social media channels of the Institut Aranés on various platforms	https://www.facebook.com/clubaranes and https://www.instagram.com/club_aranes/ and https://twitter.com/i/flow/login?redirect_after_login=%2FInstitutAranes and https://occitania.social/@admin
Social media channels of Alidé Sans	Social media of singer and activist of Aranese	https://www.alidesans.com/
Occitan aranés (X)	A Twitter (X) handle that disseminates news and information, and provides updates on institutional and social events related to Aranese	https://twitter.com/occitan_aranes?lang=de
Auditory Media		
Catalunya Informació	Radio programme in Aranese, online available	https://www.ccma.cat/aranes/
Sons occitans Podcast	Offers two hours of programmes in Aranese every day, namely Eth maitin d'Aran and Catalonha Informacion	https://www.ccma.cat/3cat/sons-occitans/
Ràdio Pirenèus	Broadcasts in French, and also in Aranese for the Val d'Aran and the neighbouring Occitan speaking counties	http://www.pireneus.info/
Trobasons	Website to find and listen to music from Aran and elsewhere in Occitania	https://trobasons.viasona.cat/
Audiovisual Media		
AUÉ TV	Multimedia news internet portal of the Segre Communication Group, which broadcasts reports and news from the Val d'Aran	https://aue.cat/ca/turisme/aue/reportatges/50670.html
Videos of the Institut d'Estudis Aranesi IEA	Videos in Aranese available on YouTube	https://www.youtube.com/@institutdestudisaranesiiea3487
Lleida TV - Aran TV	Local channel in Aranese that has been broadcasting since 2010 on the Internet and Lleida TV, on which short newscasts are offered	https://ott.lleidatv.cat/ca/f/e6466b4c-9a06-4d17-a9e7-05ae5b0c5c32
Betevé	Broadcasts the programme #Aranésòc on Sundays which includes news in Occitan about Aran	https://beteve.cat/

TV3	Broadcasts the programme TN comarques Vall d'Aran in Aranese on Fridays via an opt-out	https://www.ccma.cat/aranes/
3/24.	Offers an afternoon news round-up in Aranese from Monday to Friday	https://www.ccma.cat/3cat/directes/324/
Aran Dance	Documentary (28 minutes) in Aranese	https://www.imdb.com/title/tt7974910/

ARANESE - EVENTS

Name	Description	URL
Hèsta d'Aran	Local festival of the Val d'Aran	https://www.visitvaldaran.com/en/tag/fiestas-y-tradiciones-en/
Hèsta deth huec	Fire festival in the Val d'Aran	https://www.visitvaldaran.com/en/tag/fiestas-y-tradiciones-en/
Sant Creu de Salardú	Festival of the Holy Cross of Salardú	https://www.aralleida.cat/en/patrimoni-immaterial/val-daran/

ARANESE - ASSOCIATIONS

Name	Description	URL
Cercle d'Agermanament Occitano-Català	Non profit association for promoting Occitan culture	https://caoc.cat/
Associacion Es Paums	Non profit association for music in Aranese	https://www.espaums.com/
Associacion entara Difusion d'Occitània en Catalonha	Non profit association for the diffusion of Occitan in the media	https://www.facebook.com/adoccitaniacatalonha/
Associacio Culturau Institut Aranes	Non profit organization to give free Aranese courses, for creating projects and publications	https://www.institutaranes.com/ca/inici/
Associació d'Amics de la Sapiència Occitana	Non profit association for promoting Occitan culture	https://caoc.cat/caoc/qui-som/
Associació Universitària de Cultura Occitana	Association of professors and pupils who wish to promote Occitan culture	www.escampillem.cat/aucoc/

ARANESE - FACILITIES AND SERVICES

Name	Description	URL
Volontariat per Aranés	Program to connect people that speak Aranese with those who want to learn it	https://docs.google.com/forms/d/e/1FAIpQLSfPy9WX5pdIZeiC0IPMLYQ6NQgXKLewwgKbPJYPIXLz0DS6aw/viewform

ARANESE - COMPETITIONS AND AWARDS

Name	Description	URL
Pica Lletres	Competition aimed at secondary school pupils	https://www.picalletres.net/ca/qui-som/
Euroregio Language Youth Contest	Youth contest for projects that promote the Catalan and Occitan languages on social networks	https://www.euroregio.eu/en/language-youth-contest

ARANESE - DIGITAL APPS AND SERVICES

Name	Description	URL
Online Dictionary "Diccionari der aranés"	Online dictionary	https://diccionari.aranes.org/
dicodòc	Online dictionary	https://dicodoc.eu/fr/dictionnaires
Lo Congrès permanent de la lenga occitana - Diccionaris especiaus	Specialised online dictionary	https://dicesp.locongres.com/
Traductor automàtic	Automatic translator	https://traductor.gencat.cat/gencat/text.do

ARANESE - FURTHER RESOURCES

Name	Description	URL
EDU365.cat	Websites with games / infopages in Aranese	https://www.edu365.cat/primaria/aranes/index.html
Online services of the Institut Aranés	Offers information and services	https://www.institutaranes.com/ca/serveis-aranes/
Online materials of the Institut d'Estudis Aranesi – Acadèmia Aranesa dera Lengua Occitana	Offers different materials regarding the Aranese language	http://www.institutestudisaranesi.cat/
Dictades en linha	Auditory online dictates for Aranese learners	https://llengua.gencat.cat/ca/occita/50_recursos_linguistics/dictades-en-linha/

AROMANIAN - MEDIA

Name	Description	URL
Print Media		
Zborlu a nostru	Aromanian journal edited in Germany	https://roa-rup.wikipedia.org/wiki/Zborlu_a_nostru
Bana armânească	Aromanian magazine; typically published four times a year since 1997. It covers a wide range of topics, including culture, politics, history, poetry, and sports	https://ro.wikipedia.org/wiki/Bana_Arm%C3%A2neasc%C3%A2
Fara Armănească	Publication of the Arman Community of Romania	https://faraarmaneasca.ro/
Websites		
Societatea Culturală Aromână	Multi-purpose website about art and culture	https://aromanii.ro/
vlohoi.net	Website about the Vlachs with videos and articles	https://vlahoi.net/
Armãn Pen	Charity club	https://www.pen-international.org/centre-locations/armn-centre
TRA ARMANAMI	Website of the French Aromunians with articles in Aromanian, English and French	http://www.armanami.org/blog/afa/
BIBLIOTECA ARMÃNEASCĂ	Online library for Aromanian resources	https://dinitrandu.com/
Aromanlu	News website with articles	https://armanlu.com/
FARA ARMÂNEASCÂ dit ROMÂNIA	Website of the Arman community in Romania	https://faraarmaneasca.ro/
MRT	Website of a news/media group in Romania	https://www.mrt.com.mk/?fbclid=IwAR1_ShQBZUX6OxSmKfzX7pShdnzpruqajuqpxiyCAyYjQVws5dVKxTSE-4g
Radio Romania International - Aromanian department	Website of Radio Romania International - Aromanian department; all written news are translated into Aromanian	https://www.rri.ro/ro_ro/sectia_aromana-609
Social Media		
Armânamea trâ Europa	Facebook page for sharing Aromanian culture and news	https://www.facebook.com/fimirida.armanamea/
Armânamea Media	Facebook page for radio/podcast/interviews with Aromanian community members and artists, often hosted by members and ex-members of CTArm	https://www.facebook.com/people/Arm%C3%A2namea-Media/100063754320333/
Sutsata Culturală Armănească	Facebook page for Aromanian arts and culture content with several local subgroups	https://www.facebook.com/Sutsata/
Society Farsharotu	Facebook page of the Society Farsharotu	https://www.facebook.com/SocietyFarsharotu
Sutsata Armanjilor Di Veria	Facebook group of the Folklore Association of Vlachs of Veroia with members who live in Veroia and in the Vlach villages of Vermio, Seli, Xeroleivado, Doliani (Koumaria)	https://www.facebook.com/groups/227096617463893/
CALEIDOSCOP AROMÂN	Facebook group for the promotion of events and press articles	https://www.facebook.com/groups/1567609903485630/
Biblioteca Virtuala a Tsentrului ti Limba shi Cultura Armaneasca Sofia	Facebook group of language and culture (based in Sofia)	https://www.facebook.com/groups/718024351922558/
fara_armaneasca_falcareatulcea	Instagram account of a young music and dance group	https://www.instagram.com/fara_armaneasca_falcareatulcea/
RRĂMĂNJ DI CHICAGO	(A)Romanian Facebook group	https://www.facebook.com/groups/rremenj/
Iholu - Ansamblu de dansuri armanesti	Facebook page of the dance group Ilholu	https://www.facebook.com/people/Iholu-Ansamblu-de-dansuri-armanesti/100044170972291/
LILICI DIT MAI - Constanta	Facebook page of a local music group	https://www.facebook.com/people/LILICI-DIT-MAI-Constanta/100057128571437/
Limba Armânească - The Aromanian language -Η Αρμάνικη(Βλάχικη) γλώσσα .	Facebook group specifically dedicated to the Aromanian language in Greece	https://www.facebook.com/groups/294328500359
Tihe / Tyche / Тихе	Facebook page and Instagram account	https://www.facebook.com/TiheSkopje; https://www.instagram.com/tihe.skopje/
MRT Scanteau	Facebook page of the news/media group MRT	https://www.facebook.com/scanteau/about
Grupul Armânilor din România	Facebook group to share news, events etc. in Romania	https://www.facebook.com/groups/413800318633402

Fara Armânească dit România	Facebook page of Aromanian Culture in Romania	https://www.facebook.com/faraarmaneascaditromania
CARTEA ARMÂNEASCĂ	Facebook group to go with the website	https://www.facebook.com/groups/289841138124564
Pareia di Fotbal Armânamea	Facebook page of the Aromanian football team	https://www.facebook.com/profile.php?id=100063707763587
SocietyFarsarotul	Facebook page of SocietyFarsarotul	https://www.facebook.com/SocietyFarsarotul
Saebica	TikTok account with Aromanian content, culture, language learning tips and stories; Sebastian is also co-founder of the DEADUN Aromanian organisation	https://www.tiktok.com/@saebica
r/Aromanian	Reddit subpage for Aromanian	https://www.reddit.com/r/Aromanian/
r/Megleno_Romanian	Meglen-Romanian Reddit subgroup	https://www.reddit.com/r/Megleno_Romanian/
r/2vlach4you	Reddit subpage with memes	https://www.reddit.com/r/2vlach4you/
Zbor Armanescu - Βλάχικος Λόγος	Facebook page; Zbor Armanescu has been created to showcase the abundance of the Aromanian language through simple daily dialogues and narratives	https://www.facebook.com/konst.ntassiou/
Aromanian Language SOS	Private Facebook group to save the language	https://www.facebook.com/groups/1138119990233970/
Academia Virtualā Armāneasca	Facebook group for Aromanian art and culture; virtual academy	https://www.facebook.com/groups/459483757556745/
Armānji-Makidoni-Makedoni-Armānji	Facebook group	https://www.facebook.com/groups/1615694238683115/
Armanj Makedonic Antickite Makedonci (vlasi)	Facebook group	https://www.facebook.com/groups/278590425528883/
Sâ zburim Armâneshti - Ας μιλήσουμε Βλάχικα- Lets speak Aromanian	Private Facebook group for learning Aromanian	https://www.facebook.com/groups/293270644107118/
I'm not famous but I'm Aromanian	Facebook page for Aromanian films	https://www.facebook.com/film.aromani
Primuveara a Armânjilor	Facebook page of Primuveara a Armânjilor	https://www.facebook.com/PrimuvearaaArmanjilor/
Social media channels of the Consiliul a Tinirlor Armanj	Facebook page and Instagram account	https://www.facebook.com/people/Pareia-Ctarm/100064358845287/ and https://www.instagram.com/pareia_ctarm/
Consiliul a Tinirlor Armānj Arbānāshii	Facebook group	https://www.facebook.com/groups/174566933605/
Unia ti cultura-a Armanjlor dit Machidunii	Facebook page	https://www.facebook.com/people/%D0%A3%D0%BD%D0%B8%D1%98%D0%B0-%D0%97%D0%B0-%D0%9A%D1%83%D0%BB%D1%82%D1%83%D1%80%D0%B0-%D0%BD%D0%B0-%D0%92%D0%BB%D0%B0%D1%81%D0%B8%D1%82%D0%B5-%D0%BE%D0%B4-%D0%9C%D0%B0%D0%BA%D0%B5%D0%B4%D0%BE%D0%BD%D0%B8%D1%98%D0%B0Unia-ti-Cultur%C3%A0-a-Arm%C3%A0njilor/100064909501817/
Aromanian Association of Athens	Facebook group	https://www.facebook.com/groups/268915336877997/media
Aromanian Association (Aromanians from Perivoli village) of Magnisia	Private Facebook group	https://www.facebook.com/groups/97418088367/
Pareia Pilisterlu	Facebook page	https://www.facebook.com/pareiapilisterlu/
Pareia Lilici Dit Mai	Facebook account	https://www.facebook.com/lilici.ditmai/
Siotas Stergios	Social media channels of Siotas Stergios who provides Aromanian language and culture classes	https://www.tiktok.com/@stevesiot; https://youtube.com/@StergiosSiotas?si=Dwcz9xHxsJknihCh, Instagram.con/siotasstergios
Limba ArMāneascā cu cānticu sh-cu zboru	Facebook group	https://www.facebook.com/groups/548418915317349/
Anveatsā Armāneashti	Facebook page of Anveatsā Armāneashti	https://www.facebook.com/armaneashti
INTEGRA NAU	Facebook page of INTEGRA NAU	https://www.facebook.com/integranau/
Miss Armanamea	Facebook group; virtual competition	https://www.facebook.com/groups/1688931264673612/
Auditory Media		
Aromanian Music YouTube Playlist	Music playlist with Aromanian music	https://www.youtube.com/playlist?list=PLnOSH5j1sQh8OmaSDdCQqgwtmPjTkC12b
Aromanian Vlach Music Playlist on the ATTIC	Podcast with Aromanian music	https://theatticmag.com/audio/2391/aromanian-vlach-music.html
Radio ARMAKEDON	Private online radio	https://zeno.fm/radio/armakedon/

Radio Romania International - Aromanian department	International online radio, state funded, only Aromanian on air	https://www.rri.ro/ro_ro/sectia_aromana-609
Giony	Website for songs and lyrics	https://giony.ro/
La Verliga Radio	Online radio in Aromanian	https://laverliga.gr/
The Vlachs of the Paikos of Megalivadiote	Family recordings in the Vlach language	https://livadz.casa/
Audiovisual Media		
Armânamea Media	YouTube page which is home to all of the videos and interviews performed by the media channel (hosted by CTArm etc. as mentioned above)	https://www.youtube.com/channel/UCvnu7ELJnwrVtOtl1obWOYg
DEADUN ANÂCHISIM!	Videos available on the website	https://deadun.com/
MAK TV	Makedonia TV (Greek: Μακεδονία TV) is a Greek private national free-to-air television channel	https://www.maktv.gr/

AROMANIAN - EVENTS

Name	Description	URL
Dzuua natsiunalâ	Aromanian national day on the 23rd of May	e.g., http://www.armanami.org/blog/23-li-di-maiu-dzuua-natsiunala-a-armanjiloru/
Primuveara a armânjiloru	Annual Aromanian cultural event taking place each spring (the winner of Njica competition below gets to perform on the big stage here)	https://www.facebook.com/PrimuvearaaArmanjilor/
Fântâna di malâmâ	Singing festival	https://www.hoaraarmaneasca.info/
Njica lândârushi	Music and theater competition for children	https://www.instagram.com/pareia_ctarm/
Dzâlili a Culturâljei Armâneascâ	Aromanian cultural day	https://www.facebook.com/events/272358012302602/
Cânticlu nã leagã	Childrens cultural event (association to organisation DEADUN)	https://www.facebook.com/integranau/?locale=de_DE

AROMANIAN - ASSOCIATIONS

Name	Description	URL
Consiliul a Tinirlor Armanj	Aromanian Youth Council of Romania - still active in YEN and a large group which broke off from Fara Armâneascã (see below) as a youth association	https://www.facebook.com/people/Pareia-Ctarm/100064358845287/
FARA ARMÂNEASCÂ dit ROMÂNIA	Arman Community in Romania (parent group of CTArm)	https://faraarmaneasca.ro/
Consiliul a Tinirlor Armãnj Arbãnãshii	Vlach Youth Council of Albania	https://www.facebook.com/groups/174566933605/
Unia ti cultura-a Armanjlor dit Machidunii	Union for the Culture of the Aromanians in Macedonia	https://www.facebook.com/people/%D0%A3%D0%BD%D0%B8%D1%98%D0%B0-%D0%97%D0%B0-%D0%9A%D1%83%D0%BB%D1%82%D1%83%D1%80%D0%B0-%D0%BD%D0%B0-%D0%92%D0%BB%D0%B0%D1%81%D0%B8%D1%82%D0%B5-%D0%BE%D0%B4-%D0%9C%D0%B0%D0%BA%D0%B5%D0%B4%D0%BE%D0%BD%D0%B8%D1%98%D0%B0Unia-ti-Cultur%C3%A0-a-Arm%C3%A0njlor/100064909501817/
SCD Lunjina	Serbian-Aromanian Association; Ex-YEN member organisation of Aromanians in Serbia, based in Belgrade	https://fuen.org/en/members/Serbian-Aromanian-Association-Lunjina
Armânamea	National football team of the Aromanians (Armâni)	https://www.instagram.com/armanamea.national.team/
Panhellenic Federation of Cultural Associations of Vlachs	A national-level body with a membership of more than a hundred local Vlach associations in Greece, fostering the links between Greeks of Vlach descent and representing their interests	http://www.vlachs-popsv.gr/
Aromanian Association of Athens	Local association	https://www.facebook.com/groups/268915336877997/media
Aromanian Association of Veria	Local association that aims at recording the customs and traditions of the Vlach; has different departments such as dance or language learning	http://www.vlahoi.gr/
Association of Aetomelitsiots of Grammos	Local association that teaches Aromanian, offers traditional dance classes etc.	http://www.aetomilitsa.com/
Aromanian Association (Aromanians from Perivoli village) of Magnisia	Local association concerned with culture and tradition	https://www.facebook.com/groups/97418088367/
Societatea Culturală Aromână	Society of Aromanians in Bucharest	http://aromanii.ro/
Comunitatea Armână din România	Community of Aromanians in Romania	https://caro-ct.ro/
INTEGRA NAU	Association for Rights and Humanity	https://www.facebook.com/integranau/
Societatea de Cultură Macedo-Română	Macedo-Romanian Society	https://scmr.ro/
Cultural Association of Krania Aspropotamos	Cultural association of the village Krania	https://www.krania.gr/krania/
Tihe / Tyche / Тихе	Association (NGO) for the promotion of Aromanian culture	https://www.facebook.com/TiheSkopje
Pareia Pilisterlu	Traditional dance group	https://www.facebook.com/pareiapilisterlu/
Iholu - Ansamblu de dansuri armanesti	Traditional dance group	https://it-it.facebook.com/p/Iholu-Ansamblu-de-dansuri-armanesti-100044170972291/
DEADUN	Aromanian organisation (founded by Sebastian "Saebica" (TikTok star))	https://deadun.com/
Pareia Lilici Dit Mai	Language and culture organisation by teacher Zoe Gică	https://www.facebook.com/lilici.ditmai/
Aromanian Cultural Society Farsharotu	Oldest and largest Aromanian association in America	https://farsharotu.org/

AROMANIAN - FACILITIES AND SERVICES

Name	Description	URL
Dance department of the Aromanian Association of Veria	Local association that aims at recording the customs and traditions of the Vlach	https://vlahoi.gr/index.php/services/tmima-xoreftiko
Choir of the Aromanian Association of Veria	Local association that aims at recording the customs and traditions of the Vlach	https://vlahoi.gr/index.php/services/2018-05-29-08-59-23
Theatrical team of the Aromanian Association of Veria	Local association that aims at recording the customs and traditions of the Vlach	https://vlahoi.gr/index.php/services/2018-05-29-08-59-42
Language learning department of the Aromanian Association of Veria	Local association that aims at recording the customs and traditions of the Vlach	https://vlahoi.gr/index.php/services/2018-05-29-09-00-04
Children's department of the Aromanian Association of Veria	Local association that aims at recording the customs and traditions of the Vlach; dance classes are offered for adults and children	https://vlahoi.gr/index.php/services/2018-05-29-09-00-47
Dance classes by the Association of Aetomelitsiots of Grammos	Local association that teaches Aromanian, offers traditional dance classes etc.	https://www.aetomilitsa.com/%CE%B4%CF%81%CE%B1%CF%83%CF%84%CE%B7%CF%81%CE%B9%CF%8C%CF%84%CE%B7%CF%84%CE%B5%CF%82/%CF%87%CE%BF%CF%81%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CE%AC-%CF%84%CE%BC%CE%AE%CE%BC%CE%B1%CF%84%CE%B1
Vlach language courses by the Association of Aetomelitsiots of Grammos	Local association that teaches Aromanian, offers traditional dance classes etc.	https://www.aetomilitsa.com/%CE%B4%CF%81%CE%B1%CF%83%CF%84%CE%B7%CF%81%CE%B9%CF%8C%CF%84%CE%B7%CF%84%CE%B5%CF%82/%CE%BC%CE%B1%CE%B8%CE%AE%CE%BC%CE%B1%CF%84%CE%B1-%CE%B5%CE%BA%CE%BC%CE%AC%CE%B8%CE%B7%CF%83%CE%B7%CF%82-%CE%B2%CE%BB%CE%AC%CF%87%CE%B9%CE%BA%CE%B7%CF%82-%CE%B3%CE%BB%CF%8E%CF%83%CF%83%CE%B1%CF%82
Online Aromanian/Vlach course by the Aromanian Cultural Society Farsharotu	The Aromanian Cultural Society Farsharotu offers an online Aromanian/Vlach course for the 2023-24 academic year	https://farsharotu.org/product/tuition-online-course-in-the-aromanian-vlach-language/

AROMANIAN - COMPETITIONS AND AWARDS

Name	Description	URL
Miss Armanamea	Virtual competition	https://www.facebook.com/groups/1688931264673612/
Njica lândârushi	Poetry competition for children and young people, organised by Consiliul a Tinirlor Armânj/Aromanian Youth Council of Romania	https://www.instagram.com/pareia_ctarm/
Fântâna di malâmâ	Singing festival; music competition	https://www.hoaraarmaneasca.info/
Gala Premiilor „Omul anului"	Award for the "man of the year" by Fundația „Bana Armânească"	http://www.tvr.ro/de-ziua-nationala-tvr-prezinta-eroii-dintre-noi-la-gala-omul-anului_43773.html

AROMANIAN - DIGITAL APPS AND SERVICES

Name	Description	URL
Anveatsă Armãneashti	Online platform for learning Aromanian	https://armaneashti.online/
Freelang.net	Online dictionary Aromanian-English-Aromanian	https://www.freelang.net/online/aromanian.php
Armaneashti anvitsam	Online language learning resource	https://www.scribd.com/document/449913602/s-anvitsam-armaneashti-pdf
DICTSIUNAR XIYISITU ONLINE A LIMBÃLJEI ARMÃNEASCÃ	Online dictionary	http://www.dixionline.net/
Siotas Stergios	One-man Aromanian language and culture classes	https://www.tiktok.com/@stevesiot; https://youtube.com/@StergiosSiotas?si=Dwcz9xHxsJknihCh, Instagram.con/siotasstergios
BIBLIOTECA ARMÃNEASCÃ	Online library available on the website	https://dinitrandu.com/carts-ti-limba-sh-gramatica/
Justlearn for Aromanian	A platform that offers online courses in Aromanian	https://www.justlearn.com/language-classes/aromanian#:~:text=

AROMANIAN - FURTHER RESOURCES

Name	Description	URL
Online materials of the Aromanian Cultural Society Farsharotu	Materials available on the website, such as an English-Aromanian dictionary	https://farsharotu.org/language-history/

BURGENLAND CROATIAN - MEDIA

Name	Description	URL
Print Media		
Novi glas	Novi glas is a Burgenland Croatian print magazine published four times a year	https://noviglas.online/
Hrvatske novine	Weekly newspaper in Burgenland Croatian	https://hrvatskenovine.at
Glasnik	Burgenland Croatian church magazine	https://www.glasnik.at/glasnik/hr/home
Glasilo	Publication of the HKD, is published four times a year	https://www.hkd.at/index.php?option=com_content&view=category&layout=blog&id=11&Itemid=534&lang=de
Moj novi minimulti	Magazine for children/pupils in Croatian	https://minimulti.bildungsserver.com
Websites		
Novi glas	Noviglas.online is the first online platform for Burgenland Croats	https://noviglas.online/
Hrvatske novine	Website of the Hrvatske novine	https://hrvatskenovine.at
Glasnik	Website of Glasnik	https://www.glasnik.at/glasnik/hr/home
ORF.at Hrvati	Website with news in Burgenland Croatian; from the ORF (Austrian public service broadcaster)	https://volksgruppen.orf.at/hrvati/
Social Media		
Novi glas (Facebook)	Facebook page of Novi glas	https://www.facebook.com/NoviGlasOnline
Novi glas (Instagram)	Instagram account of Novi glas	https://www.instagram.com/noviglas.online/
Hrvatske novine (Facebook)	Facebook page of Hrvatske novine	https://www.facebook.com/hrvatskenovine/
Hrvatske novine (Instagram)	Instagram account of Hrvatske novine	https://www.instagram.com/hrvatskenovine/
Hrvatske novine (X)	X account of Hrvatske novine	https://twitter.com/hrvatske_novine
Memes_iz_gradisca (Instagram)	Instagram account with Burgenland Croatian memes	https://www.instagram.com/memes_iz_gradisca/
gradišćanski Hrvati (Facebook)	Facebook page with Burgenland Croatian content	https://www.facebook.com/gradiscanski.Hrvati/?locale=hr_HR
ORF Hrvatska redakcija / ORF Kroatisch-Redaktion (Facebook)	Facebook page of the Croatian editorial office of the ORF (Austrian public service broadcaster)	https://www.facebook.com/people/ORF-Hrvatska-redakcija-ORF-Kroatisch-Redaktion/100090114373351/?locale=hr_HR
MI HRVATI MOLIMO SKUPA (Facebook)	Facebook page with religious content	https://www.facebook.com/mihrvatimolimoskupa
Auditory Media		
Novi glas Podcast	Podcast by Novi glas	https://podcasters.spotify.com/pod/show/noviglas
ORF Hrvati Podcast	Podcast of the Croatian editorial office of the ORF (Austrian public service broadcaster)	https://sound.orf.at/podcast/bgl/orf-hrvati-podcast
Centar.Podcast	Podcast by the Hrvatski Centar	https://open.spotify.com/show/0WQv3zVC3oTZdp5QruxYIA
ORF Radio Burgenland	Radio station of the ORF (Austrian public service broadcaster) offering some radio programs in Burgenland Croatian	https://burgenland.orf.at/player
Radio MORA	Free multilingual radio in Burgenland	https://www.radio-mora.at/
Centar.Dica	Burgenland Croatian podcast by the Hrvatski Centar for children	https://open.spotify.com/show/5yNcGkI1Fwc68zw6NblV7T?si=088107a8b7af45a9&nd=1&dlsi=ab196908d8224aea
Audiovisual Media		
ORF shows in/with Burgenland Croatian	TV shows by the ORF (Austrian public service broadcaster) in/with Burgenland Croatian; e.g., Dobar Dan Hrvati, WIR	https://volksgruppen.orf.at/hrvati/
Novi glas videos	Videos on various topics in different categories, available on the Novi Glas website	https://noviglas.online/
Hrvatski Centar videos	Videos on different topics; available on YouTube	https://www.youtube.com/channel/UC_DZT9q2AyFRIzp6aOFZRDg
FG Hajdenjaki videos	Videos available on YouTube; focus on young people	https://www.youtube.com/@fghajdenjaki2195/videos
JIGT' videos	Videos for children and teenagers; available on YouTube	https://www.youtube.com/@JIGT1977
MI HRVATI MOLIMO SKUPA' videos	Videos with religious content; available on YouTube (and also on Facebook)	https://www.youtube.com/@MIHRVATIMOLIMOSKUPA/featured

BURGENLAND CROATIAN - EVENTS

Name	Description	URL
Ulična fešta / Hrvatski kiritof	Street festival organised by the Hrvatski Centar	https://www.hrvatskicentar.at/centar-special?lang=de
Dan Mladine	Days of the Croatian youth organised by the HAK	https://www.hakovci.org/dan-mladine/
Croatisada Festival	Music festival in the KUGA in Veliki Borištof / Großwarasdorf	https://www.kuga.at/events/croatisada-festival-2023/
Hrvatski bal Beč	"Ball of the Croats" in Vienna	https://www.hrvatskibal.at
Jezik prez granic	Event over multiple days where young people from different countries meet to learn and practice (Burgenland) Croatian	https://www.hakovci.org/hr/taetigkeiten/jezik-prez-granic-sprache-ohne-grenzen/
Centar.Advent.Sajam	Christmas market organised by the Hrvatski Centar	https://www.hrvatskicentar.at/centar-special?lang=de
Bal Kuge	Ball at the KUGA in Veliki Borištof / Großwarasdorf	https://www.kuga.at/events/kuga-ball-2014-kuga-changes/

BURGENLAND CROATIAN - ASSOCIATIONS

Name	Description	URL
Znanstveni Institut Gradišćanskih Hrvatov	Scientific institute of the Burgenland Croats	https://www.zigh.at/
Hrvatsko kulturno društvo u Gradišću	Croatian cultural association in Burgenland	https://www.hkd.at/index.php?lang=de
Hrvatski Centar	Croatian Centre (in Vienna)	https://www.hrvatskicentar.at/?lang=de
Hrvatski kulturni i dokumentarni centar	Croatian culture and documentation centre	https://www.croates.at/bit/croates.nsf/pa_webhome
Hrvatski Akademski Klub	Croatian academic club	https://www.hakovci.org
Kolo Slavuj	Supra-regional folklore ensemble of the Burgenland Croats	https://koloslavuj.at
Obzor - udruga za poticanje kreativnog razvoja	Association for the promotion of creative development	https://www.facebook.com/verein.horizont
Hrvatsko štamparsko društvo	Croatian press association	https://hrvatskenovine.at/o-nama
Kulturna inicijativa Stinjaki	Culture initiative of Stinatz/Stinjaki	https://www.facebook.com/kistinjaki/
Kulturna zadruga	Cultural association; cultural centre, venue for adult education and activities for children and teenagers	https://www.kuga.at/
Panonski institut	Pannonian institute	http://www.paninstitut.com/

BURGENLAND CROATIAN - FACILITIES AND SERVICES

Name	Description	URL
Bilingual Kindergarden Viverica	Bilingual (German - Croatian) Kindergarden in the Hrvatski Centar	https://www.hrvatskicentar.at/viverica?lang=de
JEZIČNA HIŽA/SPRACH.STUBE	Educational project for children to learn and use (Burgenland) Croatian	https://www.hrvatskicentar.at/jezicna-hiza?lang=de
Piplići	Rhythm and folklore course for children	https://www.hrvatskicentar.at/ostali-tecaji-za-dicu?lang=de
Centar.Jezik	Online and offline language courses in Croatian and Burgenland Croatian organised by the Hrvatski Centar	https://www.hrvatskicentar.at/tecaji-za-odrasle?lang=de
Centar Biblioteka "Franjo Rotter"	Library of the Hrvatski Centar	https://www.hrvatskicentar.at/biblioteka?lang=de
KUGA Bibliothek	Library of the KUGA	https://www.kuga.at/kuga-bibliothek/

BURGENLAND CROATIAN - COMPETITIONS AND AWARDS

Name	Description	URL
METRON	Cultural award by the Hrvatski Centar to honor special services for the Burgenland Croats	https://www.hrvatskicentar.at/kulturna-nagrada-metron?lang=de
Mini-METRON	Cultural award by the Hrvatski Centar to honor outstanding achievements, projects and initiatives by young (Burgenland) Croats	https://www.hrvatskicentar.at/kulturna-nagrada-metron?lang=de
Linak	Burgenland Croatian literary contest for people under 35; organized by the HAK	https://www.hakovci.org/taetigkeiten/
Recital	Competition for pupils where they recite poems; organized by the HKD	https://www.hkd.at/index.php?option=com_content&view=article&id=83&Itemid=258&lang=de
Grajam	Singing competition for pupils; organized by the HKD	https://www.hkd.at/index.php?option=com_content&view=article&id=15&Itemid=257&lang=de
Kulturpreis der Burgenländischen Kroaten	Culture award of the Burgenland Croats, awarded since 1991	
Sag's multi	Multilingual speech competition for young people, hosted by the ORF (Austrian public service broadcaster)	https://sagsmulti.orf.at/index.html
Poesiewelle	Writing competition for young people organized by Radio MORA, in which participants also have the opportunity to write in one of the autochthonous minority languages of Burgenland	https://www.radio-mora.at/blog/von-millionen-moeglichkeiten-preisverleihung-von-radio-moras-erstem-schreibwettbewerb/

BURGENLAND CROATIAN - DIGITAL APPS AND SERVICES

Name	Description	URL
Rjecnik.at	Online dictionary Burgenland Croatian - German	https://rjecnik.at/
Pjesmio	Web application that allows users to collect, share, and present (Croatian) song lyrics	https://www.pjesmio.app/
Zajačimo si	Songbook app from the HKD of popular Croatian folk and pop songs	https://play.google.com/store/apps/details?id=at.hkd.zajacimosi&hl=de_AT&gl=US
Moj prvi rječnik	Burgenland Croatian pictorial dictionary app	https://volksgruppen.orf.at/hrvati/meldungen/stories/3029792/

BURGENLAND CROATIAN - FURTHER RESOURCES

Name	Description	URL
Lakunagy	Materials for learning the (Burgenland) Croatian language	https://www.lakunagy.at/
Nu si s nami - spü mit!	YouTube tutorials in Burgenland Croatian and German of how to play Burgenland Croatian rock songs (Krowodnrock)	https://www.kuga.at/projekte/nu-si-s-nami-spue-mit/
Klepi, mali štrok z velikom trubom	Children's stories about the stork 'Klepi' in Burgenland Croatian and German, can be read and listened to on the website	https://www.hrvatskicentar.at/klepi?lang=de
mladi pišu / jung.schreib	Page on the website of the ZIGH, publishing papers of young people	https://www.zigh.at/mladi-pisu/
Jezični ABC	Page on the website of the ZIGH (in German "Fehlerquellenpool") with explanations of potential mistakes	https://www.zigh.at/jezicni-abc/
ŠTIVO – Jezik mora biti vidljiv!	"Reading material - language has to be visible"; page on the website of the KUGA with texts in Burgenland Croatian	https://www.kuga.at/projekte/kuga-stivo/
Testimonium	Digital biography archive of the Burgenland Croats	http://www.forschungsgesellschaft.at/testimonium/index.php
Arhiv Stinjaki	Virtual archive of Stinatz/Stinjaki with photos, audio and video recordings, and text documents	https://arhivstinjaki.at/
HN Blog	Blog of the Hrvatske novine	https://hrvatskenovine.blog
Ivanov blog - Ljubav je pjesma	Blog with Burgenland Croatian content (mostly about music and poetry)	https://ivansic.wordpress.com
Hrvatske novine in the ANNO of the Austrian National Library	Archive of the newspaper Hrvatske novine available at the Austrian National Library	https://anno.onb.ac.at/info/hrv_info.html

CORNISH - MEDIA

Name	Description	URL
Print Media		
An Gannas: Cornish Language Magazine	Cornish language magazine (also available as PDF online)	https://cornish-language.org/an-gannas/
Western Morning News (articles in Cornish)	Regional newspaper	https://westernmorning.news/
The West Briton (news articles in Cornish)	Regional newspaper	https://www.cornwalllive.com/
Websites		
Kowethas an Yeth Kernewek	"A registered charity which promotes the Cornish language through a wide range of publications, projects and events including the Pennseythen Gernewek, the largest annual gathering of Cornish speakers"	https://cornish-language.org/?lang=kw
Kresen Kernow	A state-of-the-art archive that is home to the world's largest collection of documents, books, maps and photographs related to Cornwall's history	https://kresenkernow.org/a-dro-dhyn/
An Rosweyth (Speak Cornish)	A network of voluntary Cornish language organisations	https://www.speakcornish.com/about-us.html
Social Media		
Speak Cornish (Facebook)	A Facebook group of people interested in the Cornish language and culture	https://www.facebook.com/speakcornish1
I pledge to become more fluent in Cornish (Facebook)	A Facebook group of people interested in the Cornish language and culture	https://www.facebook.com/groups/245714002161986
Sodhva an Yeth Kernewek / Cornish Language Office (Facebook)	A Facebook group of people interested in the Cornish language and culture	https://www.facebook.com/SAYKernewek
Go Cornish (Facebook)	A Facebook group of people interested in the Cornish language and culture	https://www.facebook.com/CornishLanguage
Kowethas: The Cornish Language Fellowship (Facebook)	A Facebook group of people interested in the Cornish language and culture	https://www.facebook.com/Kowethas
CORNISH AROUND THE GLOBE (Facebook)	A Facebook group of people interested in the Cornish language and culture	https://www.facebook.com/groups/122944261081561/
WE LOVE KERNEWEK, OUR CORNISH LANGUAGE (Facebook)	A Facebook group of people interested in the Cornish language and culture	https://www.facebook.com/groups/1638749382820470
Kernewek Tweets (X)	A Twitter handle tweeting Cornish language content	https://twitter.com/kernowlingo
Sodhva an Yeth Kernewek/Cornish Language Office (X)	A Twitter handle tweeting Cornish language content	https://twitter.com/SAYKernewek
Cornish Language & Culture Society (Instagram)	An Rosweyth's Instagram handle	https://www.instagram.com/speakcornish/?hl=en-gb
Cornish Language Group/Bagas Gernowek (LinkedIn)	A group dedicated to expanding the linguistic scholarship of the Cornish language	https://www.linkedin.com/search/results/groups/?keywords=Bagas%20Gernowek&origin=SWITCH_SEARCH_VERTICAL&sid=yYl
Celtic Sian (TikTok/Instagram)	TikTok and Instagram content (Celtic Folklore)	https://www.tiktok.com/@cornish_sian
Auditory Media		
BBC Radio Cornwall's Cornish language broadcast	A review of the week's news in Cornish	https://www.bbc.co.uk/programmes/p001d77s
Radyo An Gernewegva	A weekly Cornish radio show	https://anradyo.com/
The Cornish Language Podcast on Spotify	A podcast targeting learners of Cornish	https://open.spotify.com/show/6lcOoalkivjWu00SAFvk1z
Learn Cornish Podcast on Apple Podcasts	A podcast targeting learners of Cornish	https://podcasts.apple.com/gb/podcast/learn-cornish-podcast/id1600776847

Kernowek Audio on Soundcloud	A Soundcloud page with recordings of Cornish songs, stories, and other audio content	https://soundcloud.com/user-282550969
Kernow Radio	An internet radio channel dedicated to playing Cornish music	https://wwwkernowradio.radio12345.com/
Cornwall Folk Radio	An internet radio channel dedicated to playing Cornish music	https://cornwallfolkradio.org/#page-top
Audiovisual Media		
BBC's Cornish Shorts	A series of Cornish short films	https://www.bbc.co.uk/iplayer/episodes/p0dv4crx/cornish-shorts
Hwerow Hweg (Bitter Sweet)	Arguably the first feature-length film made in Cornish	https://www.imdb.com/title/tt0363692/
Pellwolok an Gernewegva/ An Mis Cornish Language Television Programme	A half-hour monthly Cornish Language TV programme	https://anradyo.com/pellwolok-tv/ and https://www.youtube.com/user/KernowPods
IndyLan (YouTube)	A mobile virtual learning for Indigenous Languages - Kernewek (Cornish)	https://www.youtube.com/watch?v=W0dYlA_fEgI&ab_channel=IndyLanproject
Kernowpalooza	A YouTube programme in Cornish	https://www.youtube.com/watch?v=zlYwpR3MJvA&ab_channel=MatthiabDewi

CORNISH - EVENTS

Name	Description	URL
Pennseythen Gernewek: Cornish Language Weekend	Weekend every year for learning and speaking the Cornish Language	https://cornish-language.org/cornish-language-weekend/
Speak Cornish Week	Annual celebration of the Cornish Language; whole week of events for the whole family	https://cornish-language.org/speak-cornish-week/
Esedhvos Festival	Gorsedh Kernow's Esedhvos Festival promotes and celebrates Cornwall's distinctive cultural identity and Celtic heritage, including the Cornish language	https://gorsedhkernow.org.uk/esedhvos-festival/
Cornwall Folk Festival	An annual festival that presents a diverse range of folk music, including performances and workshops celebrating Cornish language songs and traditions	https://cornwallfolkfestival.com/wp/
Falmouth International Sea Shanty Festival	An annual festival in Cornwall that celebrates the rich tradition of sea shanties and maritime culture, attracting many visitors from around the world to Falmouth, Cornwall, to experience the unique blend of music, history, and community spirit	https://www.falmouthseashanty.co.uk/
Kresen Kernow Events	The Cornish Archive Centre hosts exhibitions, talks, and workshops regularly, many exploring themes related to Cornish language history and contemporary use	https://kresenkernow.org/events/
The Cornish Language Forum	A biannual event of the Cornish Language Office open to everyone interested in revitalising Cornish	https://www.cornwall.gov.uk/parks-leisure-and-culture/the-cornish-language/cornish-language-programme/cornish-language-office/
Ordinalia Plays	Cornish medieval mystery plays performed by the community of St Just at its historic amphitheatre	https://www.stjustordinalia.com/
Lowender Festival	An annual Celtic festival that involves music, dance, Cornish language, family friendly, and singing sessions	https://www.lowender.co.uk/festival/

CORNISH - ASSOCIATIONS

Name	Description	URL
Kowethas an Yeth Kernewek	Charity promoting Cornish language	https://cornish-language.org/
Kesva an Taves Kernewek	Cornish Language Board, which provides reliable information on all aspects of the revival of the language, organises teaching, conducts examinations and publishes educational materials such as course books, grammars, dictionaries and other reference works as well as scholarly editions of the classical texts	https://www.kesva.org/
Kowethas: The Cornish Language Fellowship	Non-profit organisation	https://www.facebook.com/Kowethas/
Bagas Kernewek Gorran	Gorran Cornish Group	https://www.facebook.com/groups/bagaskernewekgorran
Cornish Language Office	An office of Cornwall Council responsible for promoting Cornish	https://www.cornwall.gov.uk/parks-leisure-and-culture/the-cornish-language/cornish-language-programme/cornish-language-office/
Gorsedh Kernow	A cultural and literary organization promoting bardic traditions and celebrating Cornish identity	https://gorsedhkernow.org.uk/
Agan Tavas	Promoting the use and study of the Cornish language	https://agantavas.com/
Screen Cornwall	Film company producing videos in Cornish	https://www.screencornwall.com/about
Golden Tree Productions/Go Cornish	Involved in a wide range of projects that celebrate Cornish language, heritage and identity, such as Go Cornish for Primary Schools	https://goldentree.org.uk/projects/go-cornish-for-primary-schools/
Lowender	An advocacy and development organisation for Cornish culture, including language	https://www.lowender.co.uk/about/
Akademi Kernewek	An organisation that works to advance the knowledge and education of the public in the Cornish Language	https://www.akademikernewek.org.uk/?locale=en
Kowethas Ertach Kernow	A group that promotes awareness and education of Cornwall's heritage	https://www.cornwallheritage.com/
Cussel an Tavas Kernôwek - The Cornish Language Council	Association for promoting and supporting Modern Cornish	http://moderncornish.net/
The Cornish Bank	Community Venue and Arts Space	https://www.instagram.com/cornishbank/

CORNISH - FACILITIES AND SERVICES

Name	Description	URL
Sadorn Kernewek	Cornish Language Saturday on Zoom; Cornish language activities	https://cornish-language.org/cornish-language-saturday/
Cornish store	A set of shops that sell Cornish language-themed items	https://thecornishstore.co.uk/
Family afternoon	Gathering every second Saturday at 1.30 - family session to learn some games, songs and phrases in Cornish to use in activities	https://cornish-language.org/families-and-children/
Cornish Conversation Groups - Yeth an Werin	Informal gatherings of Cornish speakers	https://cornish-language.org/cornish-conversation-groups/ https://www.speakcornish.com/conversation-groups.html
Go Cornish	Cornish language learning programme in primary schools in Cornwall	https://gocornish.org/primary-schools/
Wheal Martyn museum	Cornish museum where outreach and learning is offered to local communities	https://www.wheal-martyn.com/
Kernewek Language Group	New language learning group starting Feb 2024	
Kresen Kernow	A state-of-the-art archive that is home to the world's largest collection of documents, books, maps and photographs related to Cornwall's history	https://kresenkernow.org/a-dro-dhyn/
An Rosweyth (Speak Cornish)	A network of voluntary Cornish language organisations	https://www.speakcornish.com/about-us.html
Yeth an Werin	Cornish Conversation Groups	https://cornish-language.org/cornish-conversation-for-speak-cornish-week/

CORNISH - COMPETITIONS AND AWARDS

Name	Description	URL
Gorsedh Kernow Awards and Competitions	The Gorsedh Kernow Awards seek to foster and promote the national Celtic spirit of Cornwall, through awarding Awen Medals for outstanding creative and community work that expresses Cornish identity and culture, both in Cornwall and in the Cornish Diaspora	https://gorsedhkernow.org.uk/2020/awards.html
FylmK	Annual contemporary Cornish language short film competition	https://www.screencornwall.com/news-events/fylmk2023
Go Cornish Awards for Primary Schools teaching Cornish	Language learning awards given to the best performing school in the learning of Cornish	https://gocornish.org/primary-schools/go-cornish-awards/
Cornwall Heritage Trust Award for language projects	Awards given to schoolchildren for Cornish language projects	https://www.cornwallheritagetrust.org/students-receive-cornwall-heritage-trust-award-for-language-projects/
Holyer an Gof: Cornish Books Awards organised by Gorsedh Kernow	Gorsedh Kernow's award specifically for books about or set in Cornwall or written in Cornish	https://gorsedhkernow.org.uk/holyer-an-gof-publishers-awards/
Cornwall Music Festival	An annual week-long event of competitive music-making and spoken word	https://www.cornwallmusicfestival.co.uk/
The Agan Tavas Award for Literature in Cornish	Various writing and translation competitions focusing on traditional forms of Cornish	https://agantavas.com/writing-award-cornish/

CORNISH - DIGITAL APPS AND SERVICES

Name	Description	URL
Online Cornish Dictionary	Online Cornish-English dictionary	https://www.cornishdictionary.org.uk/
SaySomethingInCornish	A free Cornish audio course, available to everyone who would like to learn	https://gocornish.org/resource/say-something-in-cornish/
Word Tango in Cornish App	Word Tango Puzzle in Cornish - available on Apple Store and Google Play Store	https://gocornish.org/resource/word-tango/
Cornish Magi Ann app	Apps containing fun stories for children designed to help them learn Cornish - available on Apple Store and Google Play Store	https://gocornish.org/resource/cornish-magi-ann/
SwiftKey	Autocorrect for Cornish	https://gocornish.org/resource/swiftkey/
Kerdle	Cornish version of Wordle	https://kerdle.vercel.app/
Antur Cyw App	Children app in Cornish	https://cornish-language.org/families-and-children/
Clozemaster	Language Learning app: Fill in words in sentences	https://apps.apple.com/at/app/clozemaster/id1149199075
Desky Kernôwek Bew	An audio language course	https://kernowekbew.com/
ChatGPT in Cornish	Generative AI in Cornish	https://chat.openai.com/
uTalk Cornish	Language learning website and app	https://utalk.com/de/store/cornish

CORNISH - FURTHER RESOURCES

Name	Description	URL
Dalleth	Page for beginners with puzzles, sayings, suggested books and easy reading in Cornish	https://cornish-language.org/dalleth/
St Piran book reading and quiz	A reading, in Cornish and English, of the Story of St Piran, followed by a Quiz	http://cornish-language.org/download/st-piran-book-reading-and-quiz/
Cornish Language Calender	Calendar with Cornish Language events	https://cornish-language.org/cornish-language-calendar/
Jan Lobb's Daily Blog in Cornish	A daily blog	https://www.blogger.com/profile/12979556777976910857
Kernewek Kensa	A weekly blog in Cornish	https://kernewekkensa.home.blog/author/kernewekkensa/
The Bible in Cornish	Cornish Bible	https://www.bibelkernewek.com/
The Cornish National Music Archive	Virtual archive that curates information about the musical cultures in Cornwall and its diasporic communities	https://cornishnationalmusicarchive.co.uk

SETO - MEDIA

Name	Description	URL
Print Media		
Ajaleht Setomaa	Monthly newspaper in Seto language	
Yearly children's magazine Täheke in Seto language	Yearly children's magazine	https://dea.digar.ee/?a=cl&cl=CL1&sp=AKtahekeseto
Võro-Seto Tähtraamat	Yearly published collection of essays and stories in Võro and Seto languages	https://voroselts.ee/et/tag/voro-seto-tahtraamat-et/
Websites		
Setomaa.ee	General website of Setomaa tourist information, community activities and local municipality	http://setomaa.ee/
Social Media		
Seto Institute Facebook Page	Seto Institute coordinates and promotes research on Setomaa and Seto culture and disseminates research results to the wider public. Publishes books on Setomaa and in Seto language, organizes events	https://www.facebook.com/setoinstituut
Setomaa ja Petseri pilte ku paprit Raudoja Ahto kogost	Pictures of Setomaa and Petseri with some explanatory texts in Seto	https://hi-in.facebook.com/p/Setomaa-ja-Petseri-pilte-ku-paprit-Raudoja-Ahto-kogost-100057342943778/
Kultuuriklubi SETOLUU Facebook Page	Club for people interested in Seto culture and language in Tallinn. They come together once a week and tell stories in Seto language	https://www.facebook.com/groups/625100524224153
Seto Kiil Facebook Group	Facebook group for people interested in Seto language	https://www.facebook.com/groups/setokiil/about
Auditory Media		
Setukeelsed uudised - news in Seto language, Vikerraadio	Short interviews in Seto language	
Audiovisual Media		
Johannes Pääsukese tõeline elu (2019) [The Real Life of Johannes Pääsuke]	Fiction film about the first Estonian film maker Johannes Pääsuke and his trip through Setomaa in 1912	https://www.imdb.com/title/tt9546082/
Taarka (2008)	Estonian drama of the Seto singer Hilana Taarka	https://www.imdb.com/title/tt0834171/
YouTube channel by Rein Järvelill	YouTube channel	https://www.youtube.com/@ReinJarvelill?app=desktop
Video recordings of theater performances in Seto language and Seto Kingdom Day events	Recordings of Seto events	

SETO - EVENTS

Name	Description	URL
Seto Folk	Folk music and hiking festival in Värska	https://setofolk.ee/
Treski Music and Inspirational Festival	Music event in Setomaa, some respondents see it as an important Seto event, but it is oriented towards a wider audience	https://treski.ee/festival-in-english
Seto Kingdom Day	First Saturday in August. A large Seto festival that attracts many non-Seto visitors as well	https://visitsetomaa.ee/en/kingdom-day
Seto Leelopäev (nowadays part of the Seto Folk program)	Seto song festival that takes place once in three years in Värska	
Seto Kongress	Representative assembly of the Seto people, takes place once in three years. Discussions held and decisions made concerning Seto cultural, political and economic problems	https://www.setomaa.ee/kogukond/seto-kongress
Satserinna kirmas	July 29 in Saatse	
Värska kirmas	May 6 in Värska	
Miikse kirmas	July 7 in Miikse	
Seto Dance Festival (part of the Seto Folk program)	Folk dance festival	
Seto kostipäiv	A weekend of pop-up cafes and concerts in local farms and museums in August	
Satserinna sõirapäev	A local cheese festival with Leelo choirs and folk dance in Saatse Museum and opportunity to buy local delicacies and handicraft in the farms	https://tartu2024.ee/programm/satserinna-soirapaev-1/

SETO - ASSOCIATIONS

Name	Description	URL
Seto Institute	Coordinates/promotes research on Setomaa and Seto culture	https://www.setoinstituut.ee/en/home/
Seto Infoselts	Seto Infoselts is an NGO promoting Seto language and culture	https://seto.ee/seto-infoselts/
Uusvada cultural village	The society's goals include maintaining Seto culture	uusvada.ee
Leelo choir Verska Naase	Leelo choir in Värska	
Obinitsa Uus Teater	A theater group that performs every summer in Seto language in Obinitsa, Setomaa	
Leelo choir Helmine	Leelo choir in Mikitamäe since 1989	
Seto folk dance group Lustiline in Värska	Folk dance group in Värska	
Seto Latsi Kuul	Seto children's school in Tallinn. Once a week after-school activity to teach Seto culture	
Seto Leelo choir Siidisõsarõ in Tallinn	Leelo choir in Tallinn	
Seto Leelo choir Sõsarõ in Tallinn	Leelo choir in Tallinn	
Leelo choir Kullakõsõ in Nõo (near Tartu)	Leelo choir near Tartu	
Liinatsuraq	Seto Mens' choir in Tartu	
Kultuuriklubi Setoluu (cultural club Setoluu)	A story telling club for those interested in Seto language and culture in Tallinn	
Lummo Kati Leelopark	Leelo choir, organizes singing camps in the summer and other Leelo teaching events	
Laanõtsirk	Children's Leelo choir in Värska high school	
Mokornulga leelokuur	Leelo choir in Obinitsa	
Hõpõhelme' ja Meremäe mehe'	Meremäe Leelo choir	
Kuldatsäuk	Leelo choir in Värska	
Väike Hellero	Leelo choir in Tartu	
Madara	Leelo choir in Põlva town	
Ilolang	Leelo choir in Nõo, Tartu area	
Ilolinõ	Leelo choir in Põlva town	

SETO - FACILITIES AND SERVICES

Name	Description	URL
Seto language outdoor kindergarten group	This is part of the regular kindergarten network financed by local municipalities	
Obinitsa Museum	Museum in Obinitsa. Offers educational programs in Seto culture and language for tourists	setomuuseum.ee/en/obinitsa-museum
Saatse Museum	Museum in Saatse	setomuuseum.ee/en/saatse-museum
Värska Farm Museum	Museum in Värska	setomuuseum.ee/en/varska-farm-museum
Seto Latsi Kuul/ Seto children's school in Tallinn	A private initiative, once a week after-school activities for Seto Children in Tallinn to teach Seto culture	

SETO - COMPETITIONS AND AWARDS

Name	Description	URL
Sõnolisõ võistlus at Seto Kingdom Day	Competition for best writers of lyrics for Leelo songs	
Kimmäs seto keele kõnõlõja võistlus at Seto Kingdom Day	Competition for best speakers of the Seto language. Competitors have to translate a text from Estonian to Seto	

SETO - DIGITAL APPS AND SERVICES

Name	Description	URL
Seto dictionary	Estonian-Seto dictionary	https://www.eki.ee/dict/setosonastik/
Dictionary of distinctive Seto words	Estonian-Seto dictionary	https://www.eki.ee/dict/setoeri/