



RISEUP

REVITALISING LANGUAGES AND SAFEGUARDING CULTURAL DIVERSITY

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D5.3 Evaluation report of methods being used



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Executive Summary

Deliverable 5.3 (Evaluation report of methods being used) builds on D5.1, the systematic description of the preconditions, special local requirements and suggested methods for the case studies, D3.2, the guidelines for language revitalisation, and D4.2 the quality criteria for language revitalisation methods/resources to present a detailed and systematic evaluation of the methods introduced by RISE UP beyond those identified in D5.1 and under use of the previously in D4.2 identified quality criteria, the so called six As.

The report adopts a realist synthesis approach (Pawson and Bellamy 2006) in which the quality criteria identified in D4.2 function as the initial model that guides the analysis.

The methods and resources introduced by RISE UP and evaluated in this deliverable are grouped into four families of mechanism or methods: the language resources, the recommendations and guidelines, the networking events (including the policy round table), and the activities involving the local cultural and creative sectors. The parallel report D4.3 focuses on the results on testing online and offline tools, the monitoring of their implementation, and their evaluation, also against the background of the quality criteria identified in D4.2.

As readers may not be familiar with all the methods introduced by RISE UP, each section begins with a brief outline of the method before evaluating it against the six As.

The analysis shows that the six As can be applied to the language revitalisation methods introduced by RISE UP at the content level. They provide a useful checklist for identifying what worked well in RISE UP and for highlighting areas for improvement.

The report also identifies the need to develop concrete measurements that would allow the quality criteria from D4.2 to be used to rate and compare different resources. This would allow for the six As to be integrated into iterative evaluation cycles, as recommended in realist approaches and in the language revitalisation guidelines (D3.2).

The language resources provided by RISE UP can be useful for minority/minoritised language communities, could be advertised and structured more clearly and – most importantly – need to be made sustainable beyond the lifetime of the project. The research guidelines have had good resonance among the language revitalisation research community, while the other guidelines are too recent to be evaluated. The networking events were highly successful across all six As. The star of the project were the activities co-created by RISE UP and local cultural and creative sectors. Their impact, however, cannot be demonstrated more clearly in this report due to the lack of concrete measurements for the six As, especially Acceptance and Activation, and the absence of systematic impact data for these activities.

Overall, the methods introduced by RISE UP meet and, in the case of the networking events and artistic activities, exceed the quality criteria defined in D4.2.

Ensuring their sustainability beyond the lifetime of the RISE UP project and integrating them and the lessons learned into future programmes supporting linguistic diversity in Europe is essential.

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Acronyms & Abbreviations

Term	Description
D(X).(X)	Deliverable(WP number).(number)
T(X).(X)	Task(WP number).(number)
WP	Work Package

1 Introduction

1.1 Overview

Linguistic diversity is a fundamental part of Europe’s cultural heritage. When languages are no longer used, slices of the human knowledge system disappear, cultural diversity is impoverished and ways of communicating and expressing identity are lost. However, many of Europe’s historically marginalised, lesser used and endangered languages face declining intergenerational transmission, reduced numbers of speakers who can use these languages creatively to hold sustained, unrehearsed conversations on a range of topics in them, limited visibility in public life, and insufficient institutional support (D5.1, Climent-Ferrando, 2023).

This report builds on several earlier deliverables: D5.1, which provides a systematic description of preconditions, local requirements, and suggested methods for the case studies; D3.2, the guidelines for language revitalisation; and D4.2, which defines the quality criteria for language revitalisation methods and resources. Using these inputs, D5.3 presents a detailed and systematic evaluation of the methods introduced by RISE UP beyond those identified in D4.1 and D5.1. The evaluation applies the quality criteria identified in D4.2, known as the six As.

This deliverable pays particular attention to two key features of the RISE UP project: the diversity and cross-border nature of the five case study communities, and the project’s focus on young people and relationships between generations. This aims to improve understanding of the methods and strategies that effectively promote sustainable multilingualism across generations within diverse social, historical, and national contexts throughout Europe.

As such, this report provides input to future safeguarding linguistic diversity in Europe initiatives by identifying examples of good practice that have resulted in richer use of languages in society, sharing of knowledge and good practices and thus promoting sustainable multilingualism.

1.2 Relation to other tasks and deliverables

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

Receives inputs from:

Table 1. D5.3 Input from other tasks and deliverables

Deliverable	Title	Due Date
T3.1	Analysis of reasons for language endangerment	M12
T2.2	Identification of stakeholders in the field of language (and) minorities	M12
D2.1	Report on past and present language policies	M26
D2.2	Report on need for further research	M35
D3.1	Description of a European language preservation Ecosystem	M24
D3.2	Guidelines for language revitalisation	M34
T4.2	Evaluation of identified practices	M36

D4.2	Definition of quality criteria for practices, activities and tools	M15
T4.3	Development of non-digital and digital strategies	M36
T5.3	Case studies: Piloting, testing and evaluating of methods	M36

Provides outputs to:

Table 2. D5.3 Output for other tasks and deliverables

Deliverable	Title	Due Date
D4.3	Report on good practice strategies in language revitalisation	M34
D7.3	DEC Plan v3	M36
T6.4	Support, Training & Deployment	M36

To avoid overlap with D4.3, D5.3 does not evaluate RISE UP's digital toolkit and the monitoring, implementation and testing these tools. D5.3 focuses on the learning resources, the networking events and RISE UP's strategies and experience with involving the local cultural and creative sector.

1.3 Structure of the deliverable

After placing this report in the wider context of language revitalisation in Europe, and clarifying its relation to other tasks and outcomes of the RISE UP project (Section 1), this deliverable outlines the theoretical framework it is placed in, the need for evaluation, RISE UP's approach to evaluation and the quality criteria for practices, activities and tools defined in D4.2, i.e. the Six A's for Language Safeguarding and Revitalisation Resources. The last part of section 2 introduces the data and methods used for evaluation.

The main section of this deliverable describes the resources and activities introduced by RISE UP beyond those identified in D4.1 and D5.1 and their evaluation under use of the quality criteria previously identified in D4.2. This includes the language resources (3.1), the recommendations and guidelines (3.2), the networking events (3.3) and the activities with the local cultural and creative sector (3.4).

Through this evaluation, this deliverable can provide a basis for future language maintenance and revitalisation projects by outlining why a specific family of methods works for whom and in which particular context.

2 Background

2.1 The Theoretical Framework

A detailed and systematic evaluation of the methods introduced by RISE UP beyond those identified in D5.1 requires a theoretical framework. The framework identified as most suitable for this task is realist synthesis (Pawson 2002, 2005; Pawson and Bellamy 2006). Realist synthesis suggests itself as the overarching framework for D5.3 because it can integrate and build on the quality criteria previously identified in D4.2 and because it has been used for a large-scale synthesis of language revitalisation efforts on the Australian subcontinent (Wiltshire, Bird and Hardwick, 2014).

Realism asks: what is it about a programme that works in a particular context? The answer is given in terms of the programme's mechanism or family of mechanisms/ methods. Programmes provide resources (cf. D4.2, p.8 practices, activities, tools, etc.) to potentially interested parties such as stakeholders in language revitalisation programmes, presenting them with renewed choices. Within a realist framework, it is this process of insinuating resources to peoples' reasoning and decision making that captures the engine for change of an intervention. It is not programmes that work as such, but subjects (stakeholders, activists, language users and learners etc.) internalising and accepting programme resources in order to make them work. This idea is also captured in two of the six quality criteria identified in D4.2, Acceptance and Activation.

In realist synthesis, the researcher seeks to identify and propose mechanisms/ methods to explain how programmes achieve outcomes in which contexts. In other words, they seek to produce an explanation of why something works, for whom, under what circumstances.

Realist synthesis is an iterative process that introduces changes over time to complex interventions. It requires an initial model to guide the analysis (Pawson 2006). The quality criteria identified in D4.2, the six As, not only provide this initial model, but also align well with this theoretical framework because they capture key concepts of realist synthesis. This will become clearer in section 2.4 where the six As are presented in more detail. For now, suffice it to say that the first three of the six As, Availability and Accessibility and Advertisement, capture the realist synthesis notions of (language revitalisation) initiatives providing resources, making resources known and accessible to potentially interested parties (such as minority/minoritised language stakeholders). These resources are hopefully up-to-date (Actuality) choices for language revitalisation. Which of these resources/methods capture potential users' attention and engage them is captured by the last two As, Acceptance and Activation. In the six As, like in a realist framework, it is not the methods/resources that work as such, but people internalising or accepting resources in order to make them work.

In addition, D5.3 will build on previous work carried out by WPs 5 and 3, such as the descriptive analysis of the case study communities in D5.1, the reworking of this analysis from a language ecological perspective (D3.1), and the guidelines for language revitalisation (D3.2). There is an equally good match between the theoretical framework chosen for this deliverable and the guidelines produced by WP3 (D3.2) in that realist synthesis is an iterative approach that emphasises 'renewed' intervention choices for users, and D3.2 stressing the need for regular review cycles and community-led monitoring to adjust language revitalisation aims and methods.

2.2 The need for Evaluation

Stakeholders participating in the RISE UP Policy Round Table (Vienna, 18 June 2025) stressed the importance of evaluation processes. However, evaluation has received the least attention of the three components in the language revitalisation cycle outlined by Ogone Obiero (2010: 221) presented in Figure 1 below.

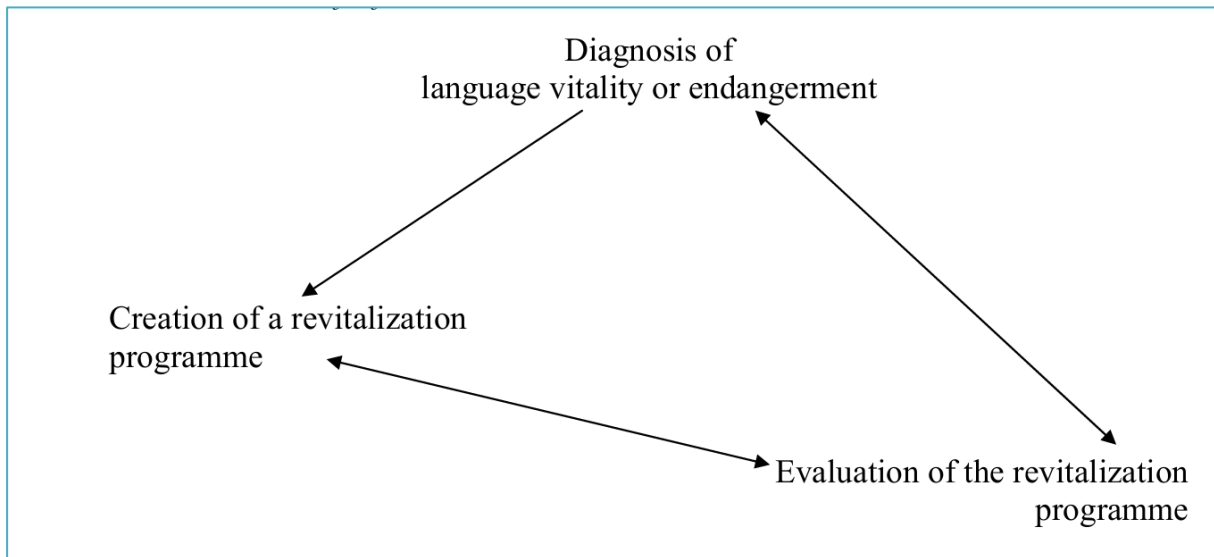


Figure 1. The language revitalisation cycle (Obiero 201: 221)

Grenoble and Whaley (2021), for example, stress that discussions around endangered languages have brought awareness of language loss but have not contributed much to developing revitalisation methods. Language revitalisation literature tends to present what has been done and where it has been done but lacks causal accounts for how and why specific outcomes are produced and which strategies produce the best results (Obiero 2010). And ‘we know little about the success of language revitalisation efforts of smaller Indigenous speech communities’ (Wiltshire et al. 2024: 3946). The last statement is particularly relevant for the RISE UP as we mainly work communities that fit this description.

Existing evaluations of language revitalisation programmes furthermore match Pawson’s (2006: 88) more general assessment that ‘historically, evaluation research has suffered from either an overvaluing [...] or despair (nothing seems to work)’. David Crystal, for example, may have overstated the progress made by the start of this millennium when he noted that there is now a significant body of data on language maintenance projects which have achieved some success. At the same time, he asks if there are ‘any factors which turn up so frequently that they could be recognized as postulates for a theory of language revitalization?’ (Crystal 2000: 130). Most language revitalisation evaluations, however, tend to fall into the ‘despair’ category. According to Roche (2020), even the most well-resourced, long-running language programs are not necessarily achieving the desired results, and Wiltshire et al. (2024: 3947) note that evaluations that focus on measuring language vitality reveal that programs may not necessarily create new speakers (see also McIvor and Anisman 2018; O’Grady 2018).

As a result of this situation, language revitalisation analysts have insufficient explanations for what outcomes programs produce, and why their results vary (Bell 2013), and communities lack a principled basis for choosing from the wide range of methods to use, given local contextual factors. A formulation

of guidelines to assist with the evaluation of revitalizations is necessary, as this would focus such activities better than they presently are (Obiero 2010: 202). The six As are such a set of quality criteria or guidelines and this deliverable uses realist synthesis to assess whether they can contribute to a theory on what makes language revitalisation efforts work.

2.3 RISE UP's approach to evaluation

RISE UP's D3.2 Guidelines for language revitalisation (D3.2) list the three main functions of evaluation as

1. Learning – enabling communities and institutions to reflect on what works and why.
2. Accountability – demonstrating responsible use of resources and transparent outcomes.
3. Adaptation – updating goals as social, demographic and technological conditions change. (D3.2 p 35)

The European language preservation ecosystem developed by RISE UP WP3 encourages evaluation that captures how one part of the ecosystem (e.g. education or cultural activity) influences others (D3.2 p. 32), and the establishment of evaluation frameworks that measure social and cultural outcomes alongside linguistic indicators (D3.2 p. 32). This is because success cannot be judged only by a few factors such as speaker numbers or formal teaching provision, but by the strength and health of the entire ecosystem. D5.3 highlights such interconnections between different parts of the ecosystem and evaluates social and cultural outcomes of methods introduced by RISE UP under use of the quality criteria identified in D4.2.

The key evaluation principles formulated by Olko & Sallabank (2021) also work with a realist approach. They include:

- participation of all stakeholders, especially language users themselves;
- balance between quantitative and qualitative data;
- contextual sensitivity, i.e., each language ecology defines its own indicators; and
- ethical responsibility, i.e., evaluation should empower, not penalise, communities.

Three more principles from the Guidelines for language revitalisation (D3.2) are important for this deliverable.

First, monitoring must be multi-level because revitalisation occurs simultaneously at community, institutional and governmental levels. Lower-level monitoring and reflexive learning from deliverables such as this one can complement existing European evaluation structures, including the Council of Europe's monitoring cycles under the European Charter for Regional or Minority Languages and the Framework Convention, as well as capacity-building and evaluation work led by the ECML (D3.2 p. 36). Second, the evaluation process should be an empowering measure for the communities and not intended to penalise. Because the ultimate aim of evaluation is improvement, it is essential to frame evaluation as a learning tool, not a punitive mechanism, encouraging adaptation and revision where policies prove ineffective.

Third, only regular review cycles can ensure that strategies remain responsive to demographic and technological change (D3.2 p. 36). D4.3 and D5.3 form the last review cycle of the RISE UP project but because revitalisation is an ongoing process, its results ought to feed into future safeguarding linguistic diversity projects.

The next section introduces the six quality criteria for language safeguarding and revitalisation resources previously identified in D4.2. They are used in this report as an initial model to guide the evaluation of the methods introduced by RISE UP beyond those identified in D5.1.

2.4 The Quality Criteria: The Six A's for Language Safeguarding and Revitalisation Resources

As noted earlier, realist synthesis requires an initial model to guide the analysis (Pawson 2006). For D5.3, this model are the six quality criteria for language safeguarding and revitalisation resources presented in D4.2. These criteria are based on the process described in D4.1 and encompass the six As Availability, Accessibility, Advertisement, Actuality, Acceptance, and Activation.



Figure 2. The Six A's for Language Safeguarding and Revitalisation Resources

The rest of this section summarizes the six As and highlights how D4.2 connects them to preliminary empirical data from the RISE UP questionnaire and ethnographic research. Although the resources listed in D5.1 are formally outside the scope of this deliverable, additional evidence from ethnographic fieldwork is included because it provides a more detailed view of the language revitalisation resources available. This evidence also demonstrates the value of long-term, in-depth research for reflective practice in language revitalisation. Methods developed by RISE UP during its lifetime constitute the focus of D5.3 and are examined in detail in Section 3.

2.4.1 Availability

According to D4.2 availability incorporates three aspects:

- Existence of resources: Resources must exist in order for them to be potentially good resources. One aim of the Availability criterion is to highlight the imbalance of resources between minority and majority languages with the latter typically having far fewer resources available than majority languages.

- Sufficiency of resources: The existing resources have to be made available in sufficient quantities to ensure that all those who are interested in them have the opportunity to use/interact with them.
- Adequacy of resources: The resources must cover the interests and needs of different groups (age groups, etc.) in order for them to have adequate practices, activities, tools, etc. to engage with.

2.4.2 Accessibility

According to this second quality criterion, resources must be physically and/or digitally accessible. D4.2 notes that resources may be available, but sometimes they are outdated (see Actuality) and inaccessible. Accessibility is also an important issue when it comes to different writing systems, as it is the case for Aromanian. Another important aspect is that resources are barrier free, i.e. accessible to everyone. These two points will be followed up in the main body of D5.3.

Strictly speaking, printed books fall outside the scope of the resources reviewed in this deliverable. However, one point raised under Accessibility in D4.2 is followed up here because it illustrates both the diversity of accessibility issues across RISE UP's case study communities, and the rapid pace of change in resource formats. Ethnographic research conducted by WP4 among the Burgenland Croatian community showed that books do exist, but only in very small print runs, making them difficult to obtain. Fieldwork among the Aranese and Aromanian communities conducted by WP5, by contrast, found that stakeholder organisations (in the Aranese case) and community sponsors (in the Aromanian case) had subsidised large print runs of dictionaries, grammars, and books on the history and culture of the community in the last century. At the time the fieldwork was conducted (2023 for Aranese and 2025 for Aromanian), the remaining copies were either given to RISE UP free of charge or offered for sale. This comparison highlights, on the one hand, the wide variation in accessibility challenges across the case study communities. On the other hand, it underscores how quickly the shift from print to digital resources has taken place, and how difficult it can be for minority communities to invest in the most effective type of resource at the right time.

2.4.3 Advertisement

The third A notes that a resource needs a certain amount of promotion in order to be known to and used by the respective community to reach its full potential. The form of advertisement will depend on the respective (type of) resource as well as on the circumstances and practices of the respective community. As the identified resources and the RISE UP case study communities are very diverse, the appropriate advertisement will vary accordingly.

2.4.4 Actuality

The Actuality criterion covers that resources must be kept up-to-date with regard to three different aspects:

- Content wise: Resources must be kept up to date with regard to current events and standards.
- Technical: Resources must be available for current devices (e.g., websites are responsive for mobile devices) and generally up to date with the latest technology (or at least not digitally outdated).
- Graphic: Resources should be graphically appealing and modern; not outdated.

2.4.5 Acceptance

Another important aspect is the acceptance of a resource by the respective community. No matter how well a resource meets the other quality criteria, if it is not considered useful or if it is not accepted by the community, it will not fulfil its purpose.

Low(er) acceptance rates can be due to various reasons, such as language ideologies, individual factors, target audiences, and language choices.

2.4.6 Activation

Another quality criterion for a language safeguarding and revitalisation resource is that it activates people to interact with it. It has to create some kind of need, desire, or affordance that people want to engage with. In a usage-based approach, activation leads to engagement with a particular resource, which is associated with language use and language learning, and therefore with language maintenance and revitalisation.

2.5 Data and Methods

D4.2 suggests data types and methods for evaluating the Six As. For **Accessibility**, D4.2 recommends qualitative research methods such as interviews, focus group discussions, or ethnographic research to gain a deeper understanding of the accessibility of different resources in the five RISE UP case study communities.

A community's **Acceptance** of a particular resource can be assessed in multiple ways: through qualitative ethnographic methods like those mentioned above; survey data on the perceived use of specific resources; and access data for online resources.

The **Actuality** of online or digital resources can be examined by checking the last date they were updated. A content analysis can provide more in-depth insights into the extent to which a resource is kept up to date with current events.

Information on a community's **Acceptance** of a particular resource can be collected through ethnographic research, interviews, group discussions, survey data on perceived use, and access data for online resources.

Activation, D4.2 suggests, can be illustrated through survey questions that explore respondents' interaction with different resources. If respondents report regular interaction with a particular resource, it can be assumed that the resource activates them.

The data types and methods used to evaluate the approaches introduced by RISE UP – beyond those identified in D5.1 – include both quantitative and qualitative approaches, in line with the recommendations of D3.2 (p. 35). Quantitative analysis relied on access data provided by WP7, while qualitative measures comprised ethnographic research, participant observation, informal interviews, and group discussions. Given the research fatigue observed in several case study communities, the consortium agreed during the project's first year to limit data collection to a single survey. Consequently, no additional evaluation questionnaires were conducted. A comprehensive content analysis of all resources provided by RISE UP falls outside the scope of this deliverable. The data and methods used for D5.3 reflect the consortium's decisions to remain sensitive to the context and history of the communities involved (Research Guideline No. 5) and to accommodate RISE UP's programmatic shift from predominantly quantitative to more qualitative measures in the latter half of the project.

This methodological decision led to one potential limitation of D5.3. The emphasis on qualitative and ethnographic approaches in the second project phase meant that D5.3 relied heavily on input from consortium specialists with expertise in specific communities. The author of this report is the case study expert for the Aromanian community and, as a result, has access to more detailed information regarding the Aromanian community than the other case study communities.

Another limitation concerns the quality criteria themselves. D4.2 states that the criteria are still under development and will be further refined until the project's completion (D4.2, p. 20). Due to WP4's involvement with the Digital Toolkit, their schedule was delayed, and the refined criteria were not available by 14/01/26 (personal communication KS, 14/12/26). As a result, D5.3 uses the Six As as outlined in D4.2 and presented at the 48th Austrian Linguistics Conference in Innsbruck in December 2024. In both sources, the six As 'are presented on a content level to explain the rationale behind every criterion. The further refinement would be to develop the actual measurements so that the criteria can be applied to rate and compare different resources' (D4.2, p.20). Data collection for D5.3 and the evaluation of the methods introduced by RISE UP beyond those identified in D5.1 were constrained by the absence of these measurements. RISE UP case study experts and community members consulted for input to D5.3 raised the question, 'How do we measure, for example, acceptance and activation of these resources?' This further refinement was also encouraged by researchers attending the workshop 'Empowering Minoritised Languages' organised by WP4 at the 48th Austrian Linguistics Conference in 2024.

A systematic evaluation of all the methods introduced by RISE UP beyond those identified in D5.1 under use of the quality criteria identified in D4.2 would furthermore exceed the scope of this report. D5.3 will therefore focus on four families of language revitalisation methods. These include the language resources, the recommendations and guidelines, the networking events, and the activities designed to engage the local cultural and creative sectors.

Before the language revitalisation activities RISE UP introduced are presented and evaluated, a note on terminology is in order. The Project Proposal uses the term "methods" for the language revitalisation activities, events, materials, practices, tools, guidelines etc., D4.1-3 refer to them as "resources", the theoretical framework used for this deliverable calls them "mechanisms" or "family/families of mechanisms" (Pawson 2006). Both mechanisms and methods are processes, whereas resources are something that is used in a process to achieve something and thus somewhat narrower in meaning. "Mechanisms" and "methods" are used interchangeably in this report; "resources" is used where appropriate.

3 Methods introduced by RISE UP & their evaluation under use of the previously in D4.2 identified quality criteria

The four families of mechanisms/methods introduced by RISE UP are the language resources, the guidelines, the networking events and the activities aimed at the involvement of local cultural and creative sectors.

The Language Resources include the materials collected by WP4 on the RISE UP webpage [Language Resources](#).

The guidelines form another distinct category and encompass

- the ‘Guidelines for linguists and other researchers working with minoritised language communities’, or Research Guidelines;
- the guidelines for working with communities and involving the local cultural and creative sector (D5.2, Section 4, p. 62);
- the Policy Recommendations, and
- the ‘Guidelines for discussing Generative AI for minoritised languages’, a short AI Policy Brief.

The networking events included three workshops:

- ‘How to use digital tools to support minoritised languages’ (November 6, 2023),
 - ‘Weaving an enduring net! Nourishing minoritised language community networks’ (June 3, 2024), and
 - ‘Media Inside/Out – Perspectives on Minoritised Language Media’ (September 9, 2024),
- as well as
- the Panel Discussion and Q&A ‘What AI Can and Cannot do for Minoritised Languages’ (May 22, 2025),
 - the Policy Roundtable ‘Bridging the Gap Between Language Policy Planning and Language Policy Making’ (June 18, 2025) as well as
 - the final artists’ networking event ‘Get Inspired! Celebrating Minoritised Language Arts’ (January 20, 2026).

The activities aimed at involving the local cultural and creative sectors include

- the artist residence Voices of Community,
- the digital art piece KIELI and its exhibition at Sónar+D,
- the Travelling Exhibition WHAT?!, and
- the audiovisual translation workshop Speak on Screen.

These activities also included longer interviews with local minoritised language artists from each of RISE UP’s five language communities, which were already discussed in D5.2. As the readers of this deliverable may not be familiar with all the methods introduced by RISE UP, each section starts with a brief outline of the methods before they are evaluated.

3.1 The Language Resources

The RISE UP website list 381 [language resources](#) which range from associations, events, facilities and services, competitions and awards, digital apps and services, to print and social media. The language resources all have a title and short description and are labelled by type or category (media, events facilities and services, competitions and awards, digital apps and services, websites, print media, social media, auditory media, audiovisual media, associations and further resources), and sub-category (for media only). With the language resources, as with many other methods, RISE UP is reaching out beyond the five case study communities the project is predominantly working with. The resources hosted on

the RISE UP webpage can be in any minoritised language. Accordingly, resources are also labelled by language (the five case study languages and ‘other’).

The first criterion, **Availability** or that language resources exist for all five case study communities, is met overall. The quantity of resources gathered and made available on the RISE UP website is impressive and should ensure that all those who are interested in them have the opportunity to interact with them. The resources are furthermore diverse enough to cover the interests of different groups in order for them to engage with. As already noted in D4.2, there is a distinct discrepancy in number of resources available for each case study community, with 47 resources available for Aranese, 114 for Aromanian, 77 for Burgenland Croatian, 88 for Cornish, 55 for Seto and three for other languages. These numbers reflect the online activity of the communities rather than their size.

A more fine-grained search of the language resources reveals that some resource types are not available for some communities. Aranese, for example, has no competitions or awards listed, and Seto no language learning apps, only online dictionaries. This demonstrates that there are gaps in certain types of languages resources in some of RISE UP’s five case study communities.

A spot check showed that most of the [Language Resources](#) are not just available but also **accessible**. Few resources were found to have no separate link. This is quite an achievement given that the Aromanian language learning resource Anveatsă Armăneashti, for example, was hosted on three different servers during the lifetime of the RISE UP project due to funding issues. Every time the Aromanian language resource was moved, the URL on the RISE UP website had to be changed.

A different accessibility issue has been encountered twice with the automatic translator for Aromanian, AroTranslate.com, since its launch on 12th September 2025. On accessing the site, the warning message ‘Your connection isn’t private. Attackers might be trying to steal your information from AroTranslate.com (for example, password, messages or credit cards)’ was displayed. A warning like this naturally does not encourage users to return to the site. The issue was reported to the developers of the machine translation tool every time it was encountered and fixed within a day and a week, respectively.

These two examples raise at least three issues for language revitalisation methods. First, they underline the point made in D4.3 that endangered languages tend to have fewer resources (human, financial, technical etc.) available than majority languages. This is illustrated, on the one hand, by the server issues for Anveatsă Armăneashti, which was developed during 14 months on 66,169.20 EUR funding and has “survived” without funding since then (cf. RISE UP Policy Recommendation draft 22/01/26 ‘Support community-driven digital projects through long-term funding, training and infrastructure’); and, on the other hand, by the potential hacking issues with AroTranslate, which was developed without external funding. It is worth adding that the access issue for AroTranslate took a bit longer to be resolved the second time it was reported because the only person who can fix it, Sergiu Nisioi, was ill but still responded to the alert mail within hours, saying that he would be on the case as soon as he was well enough again to work. This ethnographic detail not only illustrates the limited resources available to minority language tool developers, but also their dedication to keep the tools accessible.

Second, they illustrate the link between resource use and accessibility: if resources are not used, potential accessibility issues are not noticed, reported and fixed.

Third, they flag the sustainability issues created by no funding or short funding cycles stressed in D2.3. Taken together, these three examples of accessibility issues highlight the imbalance in resource availability between minority and majority languages and raise awareness of the constant need for more and better funded resources.

The third A, **Advertisement** states that a resource must be promoted and known by the respective community to reach its full potential and use.

The language resources were advertised at RISE UP's third networking event where WP4 presented them and invited participants to add further resources. They were furthermore promoted through social media posts e.g. [here on Instagram](#), mentioned in dissemination events e.g. the YEN Networking Event (December 2025) which reached many young people, and in the [RISE UP Newsletter \(June 2024\)](#), deliverables, [artist interviews](#), and conversations with community members and stakeholders.

The **Actuality** of the learning resources collated on the RISE UP website varies considerably, contentwise, technically and graphically. Content wise, Facebook groups like [Go Cornish](#) or [We love Kernewek, our Cornish language](#) are easier to keep up-to-date than big archives like [Biblioteca armănească](#), or dictionaries such as the Seto-Estonian dictionary [Seto eripäraste sõnade sõnaraamat](#). This is particularly true for resources with just one or a handful of volunteers behind them, in contrast with groups with thousands of subscribers/members/followers. Despite the similar number of members, the last post on one of the two Facebook Groups mentioned above dates back half a year, while the last content contribution to the other group was only posted on the day the group was accessed. This demonstrates that number of subscribers does not necessarily correlate with active members, a point also made in D4.2.

The language resources on the RISE UP website are technically up-to-date and compatible with modern devices, including smartphones. However, a common technical problem with online resources - display issues - also affects the language materials. For example, the app [Zajačimo si](#), a Burgenland Croatian songbook of popular folk and pop songs provided by the Croatian Cultural Association in Burgenland (HKD), has over 1,000 downloads and materials suitable for all ages. Despite its popularity and usefulness, it suffers from serious display problems: sheet music with lyrics, which could allow learners who can read text and music to learn Burgenland Croatian independently, only shows the first two lines of each song correctly. The app was furthermore last updated on 02/12/2022, with the aim of bringing the content of the songbook online for smartphones and tablets. D5.1 noted that the Burgenland Croatian community experienced a digital push during the COVID-19 pandemic. The last update to *Zajačimo si* was made exactly one year after Austria's last lockdown. This example shows that simply being 'available on current devices' does not fully address the technical challenges of minority language resources. Being technically up to date can be particularly important for younger learners, whereas most users of the minority language resources in the five RISE UP case studies are aged 40 and over.

Unlike for other methods introduced by RISE UP beyond those identified in D5.1, no access data are available for the language resources, because this page is set up differently to the other pages on the website and does not appear in Analytics.

Ethnographic research shows that the last criterion under Actuality, being visually appealing and modern, not outdated, follows a similar pattern. It is expected that a graphic designer in her late thirties would pay more attention to the visual appeal of language resources than a pragmatic teacher

in her mid-forties or a retired engineer in his late seventies. An interesting and less expected finding from asking community members about individual language revitalization methods introduced by RISE UP is that perceptions of graphic appeal are also shaped by language attitudes and ideologies. Some Seto and Aromanian language resources, for example, were criticized for emphasizing cultural heritage in their visuals, while other community members found this approach attractive.

3.2 The Guidelines

One of RISE UP's objectives is to develop guidelines and methodologies to revitalise endangered languages. To address this objective, RISE UP produced four sets of [guidelines](#) which recommend ways of working in the field. The first of these are '*Guidelines for linguists and other researchers working with minoritised language communities*', or Research Guidelines for short; the second set of *Ethical Guidelines for Community-Driven Art Initiatives for Empowering Minoritised Languages* and involving the local cultural and creative sector (D5.2, Section 4, p. 62); third are the '*Recommendations for Revitalizing Minoritised Language Varieties*' addressed to language policy makers, the so-called Policy Recommendations, and last but not least the '*Guidelines for discussing Generative AI for minoritised languages*', or the AI policy brief in short.

The research guidelines, proposed by WP3, are a set of shared principles to guide how revitalisation should be planned and implemented. They clarify the ideological and ethical foundations of revitalisation from RISE UP's point of view. Inclusivity and participation are at the heart of these guidelines. All speaker groups should have agency in shaping decisions, and collaboration is understood as co-creation on equal terms between all stakeholder groups on language revitalisation initiatives. Revitalisation efforts should foster long-term relationships that extend beyond project cycles and generate mutual benefits by strengthening community confidence. In RISE UP, these qualities are articulated as a set of working principles (RISE UP, 2024) that guide ethical practice and inform how researchers should engage with communities. They affirm that language revitalisation succeeds only when it is participatory, context-sensitive and grounded in humility, sensitivity, trust, respect and shared responsibility.

The importance of the guidelines for linguists and other researchers working with minoritised language communities is reflected in their usage data. Since their publication on the 15th March 2024, the Research Guidelines have been viewed 315 times. Using the framework of the six As, this means that the Research Guidelines have been **available** to the target group, i.e. researchers, since March 2024. In terms of sufficiency of this resource, the research guidelines are electronically available also for download on the RISE UP webpage (**Accessibility**), and they can be reproduced in sufficient quantities so that all interested parties can use/interact with them.

The guidelines are aimed specifically at linguists and other researchers working with minoritised language communities. Feedback from this target group at conferences (see STATUS Dissemination & Communication sheet and D7.5) indicates that the guidelines meet their interests and needs, allowing them to engage effectively with the resource.

The Research Guidelines articulate what minoritised language communities should be able to expect from linguists and other researchers working with them. This reciprocal aspect is more clearly expressed in the seven Ethical Guidelines for Community-Driven Art Initiatives for Empowering Minoritised Languages presented in D5.2. RISE UP's creative team has been committed to prioritizing

the communities and their artistic expressions (over the vision of an external artist), and to fostering safe(r) spaces where community members are not just "represented" but actively present. This approach directed the development of the seven guidelines in D5.2, Section 4, 'Observing, learning and acting'. The deliverable containing these guidelines will be posted and made available to the public on the RISE UP website after the last review meeting in March 2026. In addition, the RISE UP creative team is working on a fleshed-out version of the guidelines and an upcoming publication on how to work together with artists, including ethical needs for approaching communities.

The Research Guidelines were published on the RISE UP webpage in March 2024 and are thus up-to-date content wise and technically (**Actuality**). They have been **advertised** and promoted at conferences where RISE UP researchers presented (see D7.3 DEC Plan v3), as well as at networking events and through social media posts. Feedback gathered at these events indicates that the Research Guidelines address the interests and needs of the target group sufficiently for them to engage with these resources (see **Adequacy**), and that they are well accepted by the wider research community. Informal conversations with individuals and groups of researchers at conferences and ethnographic fieldwork among the case study communities show that the Research Guidelines create both a need and an affordance for researchers and minoritised language community stakeholders to engage with them (**Activation**).

The RISE UP Policy Recommendations for Revitalizing Minoritised Language Varieties are based on Deliverable 3.2 and the policy round table held in Vienna on the 18th June 2025. The recommendations are addressed separately to language users, researchers and policymakers, and are categorised according to the following key spheres for revitalisation: education, cultural visibility, community socialisation, wellbeing and empowerment, governance and digital innovation. Although addressed at different stakeholder groups, the effectiveness of the policy guidelines depends on sustained collaboration between stakeholders. They were published on the RISE UP webpage on the 26th January 2026, so they are definitely up-to-date (**Actuality**). After this date they will be digitally **accessible** and are going to be **advertised**. Whether the Policy Recommendations are **accepted** by the respective target groups (language users, researchers and policymakers) and whether they create some kind of need, desire, or affordance that the target groups will want to engage with them (**Activation**) is to be seen. Stakeholders participating at the RISE UP policy round table stressed the need to demand and support systematic involvement of minoritised language communities in the design of language-related policies. Community members should be recognised as legitimate partners, not informal consultees, and their contributions should be financially compensated to ensure equitable participation.

The Guidelines for discussing Generative AI for minoritised languages, is based on the premise that ensuring AI compatibility for minoritised languages is urgent because it may under certain circumstances represent a significant opportunity for speakers and learners and promote inclusiveness and social justice. This could include support for the use and learning of minority languages by providing personalised exercises, conversation partners and safer spaces for interaction – advantages that can increase motivation and autonomy when materials and conversation partners are scarce.

Potential advantages, disadvantages, and dangers of AI usage were extensively discussed at the RISE UP Panel Discussion and Q&A 'What AI Can and Cannot do for Minoritised Languages' which took place online on 22nd of May 2025, involving technological and linguistic experts, as well as community stakeholders. Subsequently, WP4 has collaborated with minoritised language users and experts in the

domain of Natural Language Processing to develop this set of recommendations for key actors who engage in discussing generative AI for minoritised languages. The key actors include researchers, community members and stakeholders.

The AI Policy Brief is **available** along with the recommendations and guidelines on the RISE UP Website. They have just recently been published, so they are definitely hot off the press (**Actuality**). They are digitally **accessible** and were **advertised**. Whether the recommendations made in the AI Policy Brief will be **accepted** by the respective target groups (researchers, community members and stakeholders) and whether they create some kind of need, desire, or affordance that the target groups will want to engage with them (**Activation**) is to be seen.

The six As are easier to evaluate for the networking events because they were in-person and/or hybrid, are well documented and were completed before this deliverable was written.

3.3 The Networking Events

RISE UP hosted regular online networking events on different topics in the field of minoritised languages. The aim of the networking events was to provide participants with the opportunity to gain knowledge in the field of language activism, to give them tools to strengthen their language communities, learn from each other's challenges and solutions, and get to know each other. They thus addressed or fed into all six of RISE UP's objectives:

1. Analysing past and present language policies, language ideologies, and sociolinguistic, legal and economic reasons for language endangerment,
2. Defining a European Language Promotion Ecosystem,
3. Developing guidelines and methodologies to revitalise endangered languages,
4. Facilitating and enhancing exchange about resources and tools among endangered language communities,
5. Developing the RISE UP digital toolset, to support revitalisation of endangered languages, and
6. Linking educational/ cultural/ creative sectors with regional development.

The networking events, including three workshops, a panel discussion and Q&A, the policy round table and the artists' networking event, were attended by 363 participants and had 638 views on the RISE UP webpage by 19th January 2026.

3.3.1 How to use digital tools to support minoritised

The first RISE UP workshop on digital tools for minoritised languages took place online on November 6th, 2023, with around 90 participants. The event mainly addressed objectives 3, 4, 5 and 6.

The two-hour workshop was hosted by Gisela Hagmair (MINDS & SPARKS) and featured four presenters who work at the intersection of language and technology. Their contributions covered digital language activism, minority language podcasting, online language learning platforms, and the RISE UP Digital Toolkit. All presentations were translated into International Sign (IS), but due to technical problems the sign language translations were unfortunately not consistently recorded. This was later amended at the final networking event.

To open the event, Yash Shekhawat (Nurogames) introduced a first draft of the RISE UP Toolkit. Eddie Avila from [Rising Voices](#) spoke about the growing movement of digital language activism and how communities use technology to strengthen their languages. Juan Vergara presented [Fóra de Mapa](#), a Galician podcast series he created with María Sabarís, which focuses on European ethnic, linguistic, and religious minorities. Elena Saricu and Florentina Costea presented [Anveatsã Armãneashti](#), an online platform for learning Aromanian that was developed in 2015–2016. This platform was the first digital resource available online for learning and teaching Aromanian.

Anveatsã Armãneashti has two particularly strong features. First, it targets three learner groups: young children (6–8), older children (9–13), and teenagers and adults. This responds directly to needs identified through the RISE UP questionnaire and ethnographic research. Second, the platform offers three different learning paths depending on the learner’s prior knowledge of Aromanian. These features make the platform a good example of user-focused language learning design.

However, the platform also faced challenges. The project was ambitious, and it was not possible to fully develop learning materials for all learner groups and learning paths. In addition, the developers chose a web-based format so the platform could remain freely available after the project ended. Due to limited funding, the platform had to be hosted on three different servers during the three year lifetime of the RISE UP project.

During the workshop, participants discussed challenges related to learning and teaching Aromanian, especially the lack of agreement on how the language should be written. Different orthographies are promoted by different groups, often for language ideological reasons, which can affect language vitality. A possible technical solution for this issue was presented by Sergiu Nisioi at the conference ["Aromanian on the Path to a Literary and Standard Language"](#) in Vienna in October 2025. The new and advanced version of the machine translation tool Arotranslate will allow users to choose between two Aromanian orthographies (Bitula and DIARO), showing how technology can sometimes help bridge ideological divides.

After the main presentations, participants joined one of four parallel workshops led by the presenters and Marie Sauer, who introduced the Linguistic Atlas developed by MINDS & SPARKS. Notes from all workshops were recorded and shared to ensure accessibility.

A key discussion point concerned data protection and data sovereignty. Heather Souter raised concerns about large companies scraping minoritised language data without community consent. While it was suggested that this may not yet be common in Europe, this view was later challenged with evidence during the AI Panel Discussion, highlighting the importance of ongoing vigilance.

3.3.2 Weaving an enduring net! nourishing minoritised language community networks

The second RISE UP networking event, ‘Weaving an Enduring Net! Nourishing Minoritised Language Community Networks’ was held online on 3 June 2024 with 57 participants. The event mainly supported RISE UP’s goals 1, 2, 4 and 6. Its aim was to share initiatives from diverse minoritised communities, inspire activists, and facilitate connections among language activists, researchers, and others interested in community networks.

Three speakers shared experiences spanning individual, youth, and institutional networking.

Gabrièu Pelisson discussed his journey as a content creator for OCTELE, an Occitan web television, and ‘doing what’s lacking’, as he put it, namely founding the YouTube channel [Parpalhon Blau](#) (“Blue Butterfly”) during the COVID-19 pandemic. Gabrièu Pelisson uses this platform to speak about a diversity of topics *in* Occitan – but not necessarily about the language itself. He also highlighted differences in Occitan’s political status across regions and countries.

Christoph Graf, Vice President for External Relations at Youth of European Nationalities ([YEN](#)) and member of the Sorbian community, presented YEN’s work as an umbrella organisation for national, ethnic, linguistic, and autochthonous minorities in Europe. Led by and for young people, YEN promotes empowerment, minority rights protection, inter-community cooperation, and awareness-raising. The organisation also hosts regular activities, seminars, and projects.

Jelske Dijkstra, project manager at the [Mercator European Research Centre on Multilingualism and Language Learning](#), outlined Mercator’s structure, history, and projects, including *Lingotell*, *OWL+*, and *Read with MEE*. She highlighted Mercator’s regional dossiers, wikis, and the Mercator Network Newsletter, which shares updates on research, minoritised languages, and education, and drew attention to Mercator’s conferences and workshops.

The second half of the event consisted of three interactive breakout sessions:

1. Social Media and Online Networking, led by Maria Cucliciu Crăciun (Aromanian community, [CTARM](#)), focused on how weekly podcasts like *Armanamea Media* show that minoritised languages like Aromanian can be used to talk about everyday modern things and in any way one wants to.
2. Youth Networking, led by Vera Buranits (Burgenland Croatian community, YEN, [HAK](#)), emphasized the value of events for 18–30-year-olds, cross-border inter-community activities, and involvement of local cultural and creative sectors.
3. Large-Scale Networking, led by Jelske Dijkstra, showcased [Mercator](#)’s projects, campaigns, and initiatives spanning policy, research, and practice, and invited participants to share insights and experiences.

The event successfully facilitated exchanges on different types and levels of networking, allowing participants to share experiences, learn from others, and explore best practices.

3.3.3 Media Inside/Out – Perspectives on Minoritised Language Media

The third RISE UP networking event, ‘Media Inside/Out – Perspectives on Minoritised Language Media’, took place online on the 9th September 2024 with 60 participants. The event explored the diversity of minoritised media in Europe, focusing on Burgenland Croatian, Cornish, and Seto, and brought together media professionals in print, film, and translation to showcase community initiatives and share experiences. It thus addressed RISE UP objectives 2, 4 and 6.

The event began with presentations before moving into interactive breakout workshops.

The presentations were on

- Burgenland Croatian media: Theresa Grandits and Lidija Novak presented [Hrvatske Novine](#) and [Novi Glas](#), emphasizing Novi Glas’s growing online presence and connections between minority language media and national media (ORF), podcasts, and YouTube channels.

- Cornish screen sector: Laura Giles, Managing Director of [Screen Cornwall](#), outlined efforts to grow Cornwall’s screen economy sustainably while focusing on cultural distinctiveness, nurture emerging talent, and strengthen the local creative industry.
- Seto filmmaking: Varun Trikha shared the opening of *Raise Me A Memory*, a documentary exploring Setomaa and meeting the Seto-speaking community, leading to a later Q&A on filmmaking and community engagement.
- RISE UP resources: Eva Vetter and Stefanie Cajka (UNIVIE) introduced the RISE UP Resource Collection and [Language Resources](#), encouraging participants to contribute.

Breakout sessions focused on three areas:

1. **Multimedia:** Theresa Grandits and Lidija Novak discussed the history and challenges of minoritised language media. The discussion focused on topics such as governmental funding, Burgenland Croatian’s “image problem”, opportunities for youth engagement, strategies to involve media consumers, and how to engage students with their minoritised language (cf. **Activation**).
2. **Translation:** Jowdy Davey ([Cornish Language Office](#)) and Fiona O’Cleirigh highlighted the role of “small” everyday translations in normalizing minoritised language use and explored creative translation of songs and poems, copyright issues, and fair payment.
3. **Documentaries:** Varun Trikha led the breakout session on documentary filmmaking. Topics discussed included connecting with one’s own history and journey, creating a context in which interviewing emerges organically and becomes a sort of exchange of life experiences also between members from different communities, the film’s reception within the Seto community and financial challenges.

The event showcased minoritised language media, facilitated knowledge exchange, and strengthened networks among media practitioners. It highlighted the potential of linking translation, media, and the cultural and creative sector, inspiring initiatives such as *Speak on Screen*.

3.3.4 Panel Discussion and Q&A: What AI Can and Cannot do for Minoritised Languages

The fourth RISE UP Networking Event took place online on the 22nd of May 2025 and brought together around 60 participants. The event focused on the potential and limitations of Artificial Intelligence (AI) in the context of minoritised languages, one of the most actively debated topics in the field today. The panel discussion and Q&A was hosted by Marie-Therese Sauer (MINDS & SPARKS). It addressed RISE UP objectives 1, 2, 3, 5 and 6 by highlighting recent research and community-driven initiatives and fostering dialogue between researchers and community stakeholders. By doing so, the event sought to clarify both the opportunities and constraints of AI technologies and to explore realistic and responsible paths forward.

The three-hour programme combined presentations with discussion and exchange. It showcased a range of perspectives on AI and minoritised languages, from both academic and community-based viewpoints. The second half of the event was organised as a moderated panel discussion with an open Q&A, allowing participants to contribute questions, reflections, and ideas.

The event opened with four presentations focusing on ongoing research and community initiatives.

- Iker Erdocia Iniguez opened by challenging data-centric views of language, arguing that language should be understood as a social practice where meaning emerges through context rather than as a fixed dataset. From this standpoint, he framed AI and machine-learning systems as sociotechnical assemblages shaped by social, political, and cultural factors. He also outlined the objectives of the EU-funded FOSTERLANG project.
- Paulo Cavalin presented joint work with Claudio Pinhanez on the use of AI to support endangered Indigenous languages. Drawing on hands-on experience, he demonstrated how AI tools can assist in language documentation and revitalisation, while also sharing lessons from recent projects with Indigenous communities in Brazil, including the development of Indigenous Language Models and e.g. hardware complications, such as having to switch to tablets as computers reliably break down in the area due to high humidity.
- Mélanie Jouitteau and Hiwa Asadpour introduced three tools designed for minoritised language contexts: Yezh Ar vRo, a Breton mobile app linking audio recordings with geolocation; YAR, a collaborative platform for participatory transcription; and CLaST, which supports language preservation and speech technologies for Western Asian and diaspora languages such as Kurdish, Armenian, and Neo-Aramaic.
- The session concluded with Aremu Anuluwapo's presentation of the Esethu Framework, a community-centred approach to language data curation. Supported by the Esethu License, it emphasises sustainability, equitable benefit-sharing, and community control, particularly addressing challenges faced by low-resource African languages.

Five further panellists joined the presenters to share their insights into AI and minoritised languages for the panel discussion: Siddhi Gupta ([Inclusive AI Lab](#)), Hannah Claus ('[Now You are Speaking My Language: Why Minoritised LLMs Matter](#)'); Fintan Mallory ('[European Day of Languages: Will lesser spoken languages soon only be kept alive by AI technology?](#)'), Jeff Stanford ([PhD on supporting volunteer minority language teachers through AI tools](#)) and Alexandru Jerpelea ([AroTranslate.com](#)).

The panel explored questions around the role of AI tools in language learning, the potential benefits and drawbacks of large and small language models for minoritised language communities, and the practical and ethical limitations of AI in minoritised language contexts. A recurring theme was that language cannot be reduced to data alone; it is a fundamentally social and cognitive process that depends on human speakers. Other vital points included the necessity of spotting 'over-promises' from AI grifters, the reality of continual data upkeep and the curation of AI datasets (as with dictionaries) as languages shift and evolve, the potential of AI hallucinations, and potential community ramifications of employing AI, e.g. translators becoming less employed. As such, AI must be developed as a sociotechnical system, in close collaboration with, with explicit consent from and with sovereignty over the data-set produced for the respective community (cf. D3.2 Guidelines for language revitalisation). An important project in this area that was also mentioned was [Te Hiku Media](#)'s automatic speech recognition model for te reo Māori and their [Kaitiakitanga License for Data Sovereignty](#).

Policy Roundtable: Bridging the Gap Between Language Policy Planning and Language Policy Making

On 18 June 2025, the RISE UP Project and the Network to Promote Linguistic Diversity ([NPLD](#)) hosted a high-level policy round table focused on a central challenge in language policy: the persistent gap between policy design and implementation. The hybrid event brought together 54 participants, with 30 attending in person at the Sky Lounge in Vienna, Austria, and 24 joining online.

The round table contributed directly to RISE UP's Objective 1 - Analysing past and present language policies, language ideologies, and sociolinguistic, legal, and economic factors driving language endangerment. Discussion centred on the question: how can language policies be better aligned with the realities faced by communities on the ground? Six policymakers, researchers, government officials, and community stakeholders reflected on lessons learned from previous initiatives and explored practical steps for improving future policy outcomes.

The event was chaired by Maarja Veisson (WP2). The panel included Jelske Dijkstra (Mercator – Fryske Academy); Roger Serra (Government of Catalonia and Vice Chair of NPLD); Sabrina Rasom (Istitut Cultural Ladin); Marija Nikolova (Integra Nau, Advisor for political system and relations with the communities, Government of the Republic of Northern Macedonia); Theresa Grandits (Hrvatske Novine); and Imanol Larrea (Soziolinguistica Klusterra, Basque Country). Drawing on diverse regional and institutional perspectives, the speakers highlighted recurring barriers to effective language policy, including limited funding, weak planning, political inertia, and societal resistance and how to overcome them.

3.3.5 Networking Event: Get Inspired! Celebrating Minoritised Language Arts

The last networking event, *'Get Inspired! Celebrating Minoritised Language Arts'*, took place online on 20 January 2026 and brought together 42 participants. The event supported RISE UP's objective 6, while spotlighting minoritised language artists from across Europe and beyond and creating opportunities for connection and exchange. The networking event was hosted by Marie-Therese Sauer (MINDS & SPARKS).

The event opened with a short introduction to RISE UP, including an overview of the art-related initiatives developed throughout the project. The first session featured a series of presentations highlighting diverse artistic practices. [Felicia Touvenot](#) shared insights into theatre projects in Sorbian and other minoritised languages, followed by [Celfa Iraidia Santiz Santiz / Celfa K'ujul](#), who spoke about the importance of graphic and visual arts for Mayan-Tseltal and other minoritised language contexts. Susanna Caldonazzi and Lorena Martinez introduced [Europe Beyond Access](#) (EBA), a transnational project revolutionising Europe's performing arts scene by supporting innovations from disabled artists in theatre and dance, and offering new opportunities for deaf and hard-of-hearing artists. To make the event as accessible as possible and to increase the visibility of Sign Languages as a vital part of the European Union's minoritised language ecosystem once more, all presentations were [simultaneously translated and, this time, successfully recorded in International Sign \(IS\)](#). Finally, Urtzi Urrutikoetxea presented the work of [PEN International](#), including the [ongoing Video-Poem Marathon in Indigenous and Minoritised Languages](#), and Laura Cahier introduced the [UN's International Contest for Minoritised Artists](#).

The second part of the event focused on RISE UP's work with minoritised language artists. Four participants of the [Voices of Community artist residency](#) (Fiona O'Cleirigh, Brett Hiiob, Marina Cuito, Daniela Stoica) performed some of their music and poetry, and reflected on their artistic journeys during and after the residency. Teano Kardula and Lianne Wilson then discussed their involvement in [RISE UP's Travelling Exhibition](#), and the creative process behind their artworks for it.

The final hour was dedicated to 'Creative Salons', small breakout rooms for individual discussions. Guided by [Elizabeth Freeborn](#) (music), [Konstantin Milena Vlasich](#) (creative writing) and [Teano Kardula](#) (visual art), participants shared their own creative journeys and experiences.

During the event, Occitan artist [Camp.liure](#) created a live artwork incorporating words and illustrations from the discussions, which was presented at the event's conclusion.



Figure 3. Live artwork created by Camp.liure

The networking events addressed all six As: Availability, Accessibility, Advertisement, Actuality, Acceptance, and Activities.

Availability: The events were created and hosted by RISEUP for the case study communities, related projects and initiatives and everybody who was interested. Six networking events in three years averages out at two workshops, panel discussions or round tables per year. The networking events cover a wide range of topics, allowing many interested parties to contribute, participate, and interact.

Accessibility: All networking events were held either online or in a hybrid format and were thus physically and/or digitally accessible. The Sky Lounge in Vienna, where the policy round table was held, is barrier-free and both the first and sixth networking event were translated into International Sign Language (IS), extending the accessibility quality criterion into a different realm.

The networking events had good and consistent participants numbers (90, 57, 60, 60, 54 and 42 respectively, i.e. 363 participants altogether) and 638 views on the RISE UP webpage by the 19th January 2026. This is probably due to the excellent **advertising** of the events by RISE UP's DEC team. The DEC team was supported by MINDS&SPARK's graphic team, which designed promotional flyers for all six networking events. Although D4.2 correctly notes that advertising formats depend on context, using a visually unified design in RISE UP colours probably improved the recognisability of the events.



Figure 4. Networking event flyers

The same applies to the homogenous graphic and content presentation of the networking events on the RISE UP webpage which includes the flyers, event titles, brief summaries of workshop aims and content, clear time and accessibility information, a workshop review article, and recordings.

WORKSHOP: HOW TO USE DIGITAL TOOLS TO SUPPORT MINORITISED LANGUAGES


The first RISE UP Workshop on digital tools to support minoritised languages took place online on November 6th, 2023.

During the two-hour workshop, different actors working with digital tools for lesser used languages (Global Rising Voices, F'ora de Mapa, Anveatsö Armãneashti) presented their work, experiences and best practices. Afterwards, workshop sessions for different topics such as digital media for minoritised languages and digital language activism took place in breakout rooms to foster discussions and an exchange of experiences.

WHEN?
06.11.2023, 14:00-16:00 CET

WHERE?
Online

WORKSHOP REVIEW ARTICLE



WORKSHOP RECORDING




Figure 5. Sample networking event page

Slido surveys conducted at the end of every networking event furthermore provided us with information on how participants had heard about the events. The main channels across all events are:

- Personal contacts / invitations which included friends and colleagues (e.g. from the Ladin union, ELP, Domowina), university teachers, potential PhD supervisors, Jenny and Marie from RISE UP, invitations to speak)
- Online / social media platforms and websites such as the RISE UP webpage, LinkedIn, Instagram, Facebook, WhatsApp groups (e.g. the Upper Sorbian Youth organization Pawk)
- E-mails, mailing lists and newsletters: the Linguist List, BAAL, the Langpol mailing list, LITHME, the RISE UP newsletter, the Mercator newsletter, the ÖLT call for papers, other email newsletters
- Organizational sources / events: RISE UP, YEN (Youth European Network), Klass an Hay (Cornwall), ELP, HAK, Domowina and ZARI projects

In summary, most participants had learned about the events via personal invitations, social media, or professional/linguistic mailing lists. Jenny Browne from YEN/RISE UP was repeatedly mentioned as a key contact for invitations.

Actuality: as can be seen from Figures 4 and 5 above, the graphic design of the networking events is appealing and modern. The events could be followed and participated in on current devices up to date with the latest technology and were thus also technical available. Content wise, the networking events addressed current topics, events and standards, such as how to use digital tools to support minoritised languages, how to nourish minoritised language community networks, multiple perspectives on minoritised language media, what AI can and cannot do for minoritised languages, how to bridge the

gap between Language Policy Planning and Language Policy Making, and how to get inspired and involved in the local cultural and creative sector.

The participants numbers (363) and views on the RISE UP webpage (638) suggest that the networking events were **accepted** by the communities and related initiatives. This quantitative evidence is supported by the results of Slido polls conducted at the end of every networking event. In response to the question 'On a Scale from 1-10, how likely is it that you would recommend this event (and future events like it) to friends / other interested parties? (1 - very unlikely, 10 - very likely), the first networking event got a poll rating of 9.0, the second 9.4, the third 9.2, the fourth 9.4 and the sixth 9.6. This demonstrates that the networking events were increasingly more aligned with the audiences' interests and expectations.

An event's ability to engage or **activate** people can be measured by their interest in similar events. All Slido respondents (100%) said 'yes' when asked if they would like to be informed about upcoming events at the end of the first networking event. Qualitative feedback on the networking events, showing how engaged/activated participants felt, is presented below, first in the participants' original words, and then in a summarized form.

Event 1

'Thank you for these informative presentations! I've got a great insight.'

'Thank you for the very informative event, I got a lot of input for future events/ tools we can implement in our community. I appreciate that we can get the video with all the infos afterwards.'

'I feel like this [networking event] had a lot of potential.'

'The conversation was fun. very important work that you do... still too much to do, but it is inspiring see that people and associations like you are making the first steps. Congrats and keep it up!'

'looking forward to the further process'

'Kihchi-marsii, thank you for allowing me to attend!'

Event 2

'I really enjoyed the webinar'

'Great workshop and thank you for including my minority as well. It is very important for the Aromanians to be included and talk more about our issues and challenges.'

'I enjoyed it, thank you. It felt like it was possible to ask questions as a safe space (non judgmental), and for a very small minority language like Manx, that was very helpful. Gura mie eu!'

'I really loved the event - it was amazing to hear about so many different projects and see that everyone is so welcoming and approachable.'

'Well organised - great session great work!'

Event 3

'thank you for the very interesting input and presentations'

'Keep up the good work and lets all enhance the synergy between minority groups! Together we will flourish!'

‘Another brilliant event. I love learning about what is happening in different communities.’

Event 4

‘Was a little worried about this one [the AI networking event], but thank you for including a good amount of sceptical voices!

‘Many thanks for a very interesting event. all good’

Policy round table (chat)

2025-06-18 13:01 : Thanks for a really useful meeting and for all your hard work.

Event 6. ‘Get inspired! was the last in the series of networking events and generated a lot of chat feedback and widespread appreciation for the three years of work by RISE UP. Participants expressed interest in staying connected, not just with RISE UP consortium members, but also with each other across different minority/minoritised communities.

Below is an extract from the chat. Consortium members’ names are kept, while participant names have been removed.

‘Thank you so much for your amazing work, it is very meaningful to bring people together in such a way, thank you for everything you have done’

‘I'd work with you all again in a heartbeat. Don't be strangers! ❤️’

2026-01-20 16:18 : 🙌❤️

2026-01-20 16:22 : Thank you for the great meeting! It was fantastic to participate alongside international sign interpreters. Cheers from Mongolia!

2026-01-20 16:32 : Thank you for the invitation. It was our pleasure

2026-01-20 16:59 : Who wants to stay in touch.

[Participants then started exchanging contact details

2026-01-20 16:59 : It's so sad, I've loved RISE UP so much. ❤️

2026-01-20 17:02 : So cool! Thank you ❤️

2026-01-20 17:02 : Violeta Heinze (RISE UP) : Thank you so much!

2026-01-20 17:02 : Amazing work

2026-01-20 17:03 : Thank you!!

2026-01-20 17:04 : Thank you all!!

2026-01-20 17:06 : Jenny Browne (YEN/RISE UP): Thanks everyone for being with us on some of this journey the last 3 years! ❤️ And for how much time and effort and care was put in to making RISE UP such an adventure of travelling, learning, friendship, community, and showing support and solidarity for each other!

2026-01-20 17:07 : Thank you so much for all your amazing work

Overall, participants found the events and presentations informative, well-organized, and inspiring. Many appreciated the opportunity to learn about different communities, minority issues, and projects,

highlighting that the sessions created a safe and inclusive space for discussion. The opportunities for networking and sharing ideas were valued, with several comments noting the potential for future collaboration and implementation. There were expressions of gratitude, encouragement, and excitement for future events/projects, and a few participants appreciated diverse perspectives, including sceptical voices.

Key themes included

- Informative and insightful presentations/workshops
- Inclusive and safe environment for discussion
- Appreciation for minority representation
- Opportunities for networking and collaboration
- Motivation and inspiration for future projects/events
- High overall satisfaction and gratitude

The qualitative feedback also demonstrates that there was room for improvement, especially for the breakout sessions which felt somewhat repetitive, covering material already addressed in the main session, and that time was limited for deeper discussion. As a learning, the Consortium learned that it would have been helpful to more clearly outline the intended audience for each breakout session, as some seemed aimed at academics while others suited non-academic speakers or activists. More time for workshops and a greater focus on interactivity and dialogue, rather than heavy input, could benefit future sessions in upcoming projects. Other recommendations included sharing the presentation slides and more emphasis on sign language minority languages. The latter was once again addressed in the final networking event which was translated into international sign language (IS).

Consortium feedback indicates that the organisers ensured balanced representation across the five case study communities and other language and cultural initiatives throughout all six networking events and that they were well received. Cornish experts highlighted consistent engagement from their community, including speakers such as Laura from Screen Cornwall, and report that the RISE UP networking events 'were widely accepted', noting that a Cornish language teacher proactively requested a speaking slot on her creative writing, which was provided. Aromanian stakeholders contributed to four events and the policy round table as presenters, breakout session hosts, and discussants, while participants attended all sessions. Burgenland Croatian stakeholders contributed to the same number but different events, and Seto experts confirmed participation across all events, including attendance at the policy round table.

The events combined continuity with innovation. Familiar stakeholders were engaged while new contributors participated, strengthening connections within and across communities. Notable examples include Florentina Costea (Aromanian Cultural Society) attending all events; Liane Wilson and Teano Kardula contributing to the travelling exhibition and attending the sixth networking event; and Brett Hiiob, Fiona O'Cleirigh and Daniela Stoica participating in the *Voices of the Communities* and Artists session, with Fiona also presenting at the networking event on Media Inside/Out.

Structurally, the events built on successful previous formats while introducing innovations such as brief Q&A sessions and extended panel discussions. Overall, RISE UP effectively reinforced existing networks and introduced fresh approaches to community and artist collaboration.

Participants' celebratory mood at the end of the last networking event was shared by RISE UP consortium members. The main organiser responded to a congratulation message with 'thank you so much – I'm also really happy that we were able to wrap it up with one last big "thank you" and "hooray" 🍷' (Marie Sauer, personal communication, 21/01/26). Activities and events that engaged the local cultural and creative sector in preserving and revitalizing the case study communities' languages and cultures contributed greatly to this celebratory mood. They will be discussed next.

3.4 Involvement of Local Cultural and Creative Sector

Developing and/or enhancing cultural practices that support and encourage the use of the endangered language at home and in public by L1 and L2/New speakers is widely seen as important in language revitalisation (Hinton and Hale 2001, Obiero 2010, Underriner *et al.* 2021). It was also an important aspect of the RISE UP project. Four interconnected activities involved the local cultural and creative sector: the artist residency *Voices of the Communities*, *KIELI* at Sonar+D, the travelling exhibition *WHAT?* and the audiovisual translation workshop *Speak on Screen*, as well as the additional artist interviews mentioned under 3.

3.4.1 Artist residency *Voices of the Communities*

The first event to involve the local cultural and creative sector was the artist residency *Voices of the Communities*. From 22–29 May 2024, Maika Casalí (ESPRONCEDA, RISE UP) spent a week in Barcelona with five singers and spoken-word artists. These artists represented the communities RISE UP works with: Marina Cuito (Aranese), Brett Hiiob (Seto), Fiona O'Cleirigh (Cornish), Mario Csenar (Burgenland Croatian), and Daniela Stoica (Aromanian/Vlach). The five artists were selected through an online application process in which they explained why they wanted to create audio work in their minority/minoritised languages and to collaborate on a shared multilingual artwork.

During the week, Sorbian activist Felicia Touvenot from YEN brought together artists and facilitators to reflect on their experiences of coming from minority/minoritised cultures. The sessions focused on language activism, created networking opportunities for the minority artists, and offered space to share experiences and ideas. Participants also exchanged creative practices with Aranese musician Alidé Sans, who recorded the song *Leçons dera aqla* ('Lessons of the Eagle') in Aranese during the residency. The artists furthermore worked on their own projects, producing both original pieces and new interpretations of their traditional cultures (see Table 3, D5.2). These works included tales and songs inspired by native landscapes, music, poetry, and folklore. The collaborative piece was based on the leitmotif birds and culminated in *Woodpeckers*, a soundscape combining the artists' languages with English and sounds of nature. The residency concluded on 29 May with a visit to Primavera Pro, a major music industry event linked to the Primavera Sound Festival, where participants learned about current innovations, legislation, and the role of AI in the music sector.

The creations from the *Voices of Community* residency were later incorporated into the travelling exhibition. Visitors could access the music through QR codes linking to a dedicated YouTube channel so that visitors could not only 'see' the language through visual art, but 'hear' it through music and poetry. Photos and videos from the residency were shared on social media, extending the project's reach. The residency fostered lasting relationships with participating artists, who

continued to support RISE UP through recommendations, invitations to their communities, and further participation in networking events. All songs are freely available on YouTube and have been released as a [bundled album](#) on the project website under the Creative Commons License BY-NC SA 4.0.

3.4.2 The digital art piece KIELI and its exhibition at Sónar+D

A key component of the *Voices of Community* project was the creation of audio materials for *KIELI*, a digital art piece co-created by digital artist Ferran Belda and curator Alejandro Martin. The artists participating in the residency were invited to record 20 culturally significant words in their own minoritised languages. Most recordings took place at the Eurecat studios, where local audio engineers offered generous, professional support. For many artists, working in this environment was both new and highly rewarding. These recordings were then technologically ‘blended’, echoing the real-life situation of minority languages which are always in contact with other languages, especially in cross-border communities.

KIELI was presented at Sónar+D 2024, where visitors could interact with the installation. By selecting words, which the software then combined to generate a new artificial language, visitors could engage with the minoritised languages central to the RISE UP project. The work sparked informal conversations about language, identity, and lived experience.

The aim of presenting *KIELI* at Sónar+D was to internationalize the project. RISE UP gained visibility on a major international platform, allowing a diverse global audience to learn about our work, initiatives, and participating artists. The presentation also created valuable opportunities to connect with other artists and practitioners within a prestigious artistic context.

3.4.3 The Travelling Exhibition *WHAT?!*

Preparatory work for the Travelling Exhibition included research into precedents of exhibitions focused on minority/minoritized languages. These informed the core concept of the RISE UP travelling exhibition: how can we adapt to what communities need, what might they respond to positively and what not, what is easy to transport and what not (see D5.2, Section 4, p. 62 ff).

For the travelling exhibition itself, the RISE UP creative team collaborated with artists to produce a range of artefacts and creative outputs. Five artists from minoritised language communities were commissioned to create works that communicate a unique message, image, or feeling to the viewer. The guiding questions for the artists were, ‘What would you say to your community?’ and ‘What would you like to say to people from outside your community?’. These and related questions were explored with the artists during the planning and organisation of the initiative, as well as in individual meetings. Through these conversations, each of the five artists created a distinct piece of art. The RISE UP travelling exhibition is titled *WHAT?!* This word regularly comes up as an expression of curiosity and desire to learn and know more about what matters to people from different communities. *WHAT?!* places minoritised languages at the forefront, celebrates the artists, and centres their communities.

The exhibition is made up of seven A2 panels, all in the respective minority/minoritised languages, with translations into the national languages and the English original provided in A4. The first panel introduces the exhibition, while the second provides an overview of RISE UP. This panel includes a linguistic map, an explanation of *Voices of Community*, information on the *European Charter of Regional and Minority Languages*, and commonly used terms related to languages and their social

contexts. The remaining five panels focus on the individual communities involved in RISE UP. Each presents key information about the language, the community, and the language's current status, ensuring the public has access to reliable, research-based data on the minority/minoritised languages and communities RISE UP is working with and what challenges they face. These panels also introduce the artists, with QR codes linking directly to their work or social media pages. To offer insight into everyday life and cultural values, each panel features the artists' favourite sayings in the minority language.

Postcards showing the artworks created by the community artists were printed to connect the RISE UP case study communities. Visitors to the exhibition were invited to write messages to other minority/minoritised language communities involved in RISE UP. Consortium members then took the postcards to the next "stop" of the travelling exhibition, where the messages were delivered to and read by community members.

The exhibition was organized in collaboration with local venues and youth organizations, and translators from each community helped ensure accessibility. Activities such as music, traditional dress, and poetry readings further encouraged engagement and interaction.

"WHAT?" travelled to the

- Aranes community in Les (Val d'Aran, Spain) on the 2nd August 2025;
- Aromanian communities in Skopje (North Macedonia) on the 10th June 2025; Bucharest (Romania) 3rd October 2025; Vienna 30-31st October and scaled down versions to Sofia (Bulgaria) 11th October 2025, and Athens (Greece) 3rd January 2026; Korçe (Albania) on the 16th June 2025 had to be cancelled because of a medical emergency.
- Cornish community in Redruth (Cornwall, UK); 1st March 2025,
- The Burgenland Croatia community at Dan Mladine, Jarovce (Slovakia), 12-13th September 2025; and the
- Seto community in Väraska, Setomaa (Estonia), Oct. 6th until end of November 2025.

3.4.4 The audiovisual translation workshop *Speak on Screen*

The idea for the workshop *Speak on Screen* was born in a conversation between the WP5 lead and two audiovisual translation colleagues in Catalunya who were applying to Erasmus + for a project that aims at promoting Minority and Endangered Languages' (MEL) revitalization among youth through Intermedial/Audio-visual Accessibility & Translation (AVAT), a project with similar aims to RISE UP. HOW TIMELY (Erasmus project Nr. 2024-1-IT02-KA220-SCH-000251047) was funded and we started work on the audiovisual translation workshop *Speak on Screen*. Motivated by the statement that minority language users 'are generally exposed to more translations, and more specifically, modalities of audiovisual translation [...] than to original, untranslated texts' (de Ridder & O'Connell 2024: 406), three general aims and five learning goals were formulated. The general aims of the workshop were (i) to build stronger connections within and between communities, (ii) to bridge the gap and foster understanding across generations, and (iii) to strengthen cultural identity by sharing audio and visual cultural content with more people whilst learning useful, transferable skills. The learning goals were (i) to learn the basics of audiovisual translation and dubbing, (ii) to produce a translation of a short film, (iii) to practice script preparation, voicing and synchronisation, (iv) to practice subtitle creation

and integration, and (v) to share your work and experience with other minority language creators and activists.

An open call for animators and filmmakers was launched on 17th September 2025 to obtain copyrighted short animated clips or films featuring dialogue for voiceover, dubbing, or subtitling in or into minority/minoritised languages. Seven creators of audiovisual content in minority/minoritised languages responded, and workshop participants were encouraged to work with their own materials. A total of 27 people from 17 different minority/minoritised language communities around the world registered for *Speak on Screen* and met the participation requirements, which included: access to a computer, commitment to homework (such as script preparation, translation, voicing, and syncing), enthusiasm for working in their minority language, and collaborating with others.

Speak on Screen was structured into three sessions: an initial session (10th November, 17-18:30 CEST) during which participants were introduced to AVT basics and presented with the HOW TIMELY training portal; a support session (3rd Dec, 18:00-19:00 CEST) which provided space for sharing doubts, experiences, and solving problems. The third session, called 'The Final Cut' (with Jenny Browne designing the title and the flyers) was a hybrid event scheduled to coincide with the HOW TIMELY Transnational Project Meeting (TPM) in Vic, Catalunya, Spain on 10th December 2025. In the presence of the HOW TIMELY consortium and the online audience, participants showcased their own work in an open hybrid event followed by a roundtable with minority/minoritised language filmmakers, creators and experts working with plurilingual media. The round-table was moderated by Mònica Pernya (Linguapax Internacional) and the speakers were Cadi Catlow (animator, company founder at TALKING PLANET), Claudia Martins (Instituto Politécnico de Bragança, Festival de Cinema Acessível), Maria Montroy Ferré (Post-doctoral AVT researcher, UJI/UAB) and Enrique Uribe-Jongbloed (Cardiff University, Vice-Leader of the Plurilingmedia Working Group 1 'Audience and content-creator habits').

It was particularly in the involvement of the local cultural and creative sector that RISE UP went well beyond what is outlined in the project proposal by bringing the cultural message to a large number of people. Task 5.2 specified that at least two travelling exhibitions with specified content and produced in collaboration with local entities should be carried out in situ. In terms of **Availability**, WHAT?! considerably exceeded this task. The full travelling exhibition was carried out in situ in all five case study locations (Aranese, Aromanian, Cornish, Burgenland Croatian and Seto). In addition, the Aromanian iteration of the travelling exhibition was shown in full in two of the five countries where Aromanian live in the Balkans (North Macedonia, Bucharest and Vienna) and scaled down versions in Bulgaria and Greece. An in-situ version of the travelling exhibition was also planned for Albania but had to be cancelled because of a medical emergency. RISE UP furthermore hosted the artist residency *Voices of Community*, conducted artist interviews, created and curated the digital art piece KIELI and exhibited it at [Sónar+D](#), and created and hosted the audiovisual translation workshop *Speak on Screen* in collaboration with the Erasmus + project HOW TIMELY. RISE UP thus called into **existence** more activities involving the local cultural and creative sector than planned, and in sufficient quantities (and formats, see **Accessibility**) that interested parties could use/interact with them (cf. **Sufficiency** of resources). Because of RISE UP's community/artist centred approach to working with the local cultural and creative sector (cf. The seven guidelines for our work, D5.2, p 62) and all parties having equal agency in creating the events, activities, pieces of art and resources, they also cover the interests and needs of different groups (age groups, etc.) for them to engage with (cf. **Adequacy**).

Great care was taken that the activities aimed at involving the local cultural and creative sectors were physically and/or digitally **accessible** before, during and after their creation. Both the artist residence [Voices of the Communities](#) and the audiovisual translation workshop [Speak on Screen](#) were based on open calls for artists and participants. Both artists and participants had to meet minimal criteria (e.g. be over the age of 16), but otherwise the events were ‘Open for anyone interested!’. The choice of a local library as a venue for WHAT?! in Cornwall, in tandem with the refreshments provided, assured the lowest possible threshold so that people from any class, gender, or background could enter the space. Dan Mladine in Jarovce, Slovakia, was very family and children-friendly with music, food and entertainment accessible to everyone.

When working with local centres in the planning of the in-person events, the organisers tried to maximise barrier-free access. The Travelling Exhibition *WHAT?!*, for example, was buggy, walking-aid and wheelchair accessible in the Redruth Library in Cornwall (see Figure 6); as were the Europa House in Skopje, North Macedonia; the Aromanian Cultural Society in Bucharest, Romania; the Värskä Kultuurikeskus in Setomaa, the aula of the Austrian Academy of Science in Vienna, and the field where Dan Mladine was held in Jarovce, Slovakia.



Figure 6. RISE UP travelling exhibition WHAT? at Redruth library in Cornwall

This was important because visitors to the exhibition ranged from a few months to over ninety years of age and included people of varying physical mobility.

Digital accessibility of the activities and events involving the cultural and creative sector was enhanced by, for example, connecting the travelling exhibition with other RISE UP initiatives through QR codes that directed visitors to *Voices of Community* outputs, including pieces in the artists' own languages.

Producing the main exhibition panels in the minority/minoritised languages was a decision made by RISE UP to enhance the visibility of the languages. For some communities, such as Cornish speakers, this marked the first exhibition presented in Cornish, which was noted as a positive. Accessibility for people who do not read the minority language was guaranteed through online and printed translations.

Accessibility is also an important issue when it comes to different writing systems, as it is the case for Aromanian (D4.2, p 23). Due to fragmented and contested orthographies shaped by differing ideological perspectives in not just the Aromanian community, a disclaimer on spelling and orthographic conventions was prepared for and included in the travelling exhibition. The disclaimer reads

RISE UP tried its best to make the content and orthography of the profiles as accurate as possible. If you think any aspect of the content or orthography could be improved, please let us know. You can do so by telling the team that is present in the Exhibit and they will take notice, or you can contact us through our webpage.

The Aromanian iterations of *WHAT?!* also included information about the exhibition text's translators (a father–son team, highlighting an intergenerational aspect), the Aromanian variety (Gramostean), and the orthographic system (Bituli) used.

The disclaimer and this contextual information proved essential when the exhibition travelled to Aromanian communities across different nation states. In Bucharest, the RISE UP representative present at the exhibition was approached about a translation problem that had gone unnoticed in Skopje. The issue concerned a morphological error that made the text read 'Aromanian is a branch of the Romanian language'. Given the sensitivity of this language-ideological issue, the error was immediately corrected by hand on all exhibition posters and flyers by the RISE UP representative.



Figure 7. Correction of translation/orthographic issue

Advertisement

All RISE UP activities aimed at the involvement of the local cultural and creative sector were very well advertised. The promotion was adjusted to the respective (type of) resource as well as the circumstances and practices of the respective community (cf. D4.2).

The open calls for the artist residence and audiovisual translation workshop as well as the travelling exhibition, for example, were disseminated via emails, mailing lists (RISE UP, [Linguist list](#), [Langpol](#),

[Ling Ethnog](#), HOW TIEMLY, etc.), on the RISE UP and HOW TIMELY webpages, online / social media platforms (such as RISE UP, Sonar +D, and community Facebook, Instagram, LinkedIn, Twitter, Bluesky, WhatsApp, etc.) newsletters, organizational sources / events (YEN workshops, Mercator, ELP, conferences, concerts, other at events, etc.) as well as personal contacts / invitations which include friends, colleagues, teachers, etc.).

The digital art piece KIELI and its exhibition at [Sónar+D](#) was promoted by ESPRONCEDA and on the Sónar+D webpage.

All activities aimed at involving the local cultural and creative sectors were created by RISE UP and community artist and members during the lifetime of the project and therefore up-to-date (**Actuality**). **Content wise**, they focused on aspects of the situation community artists and minority/minoritised language communities currently find themselves in (culturally, linguistically, politically, historically, economically) and on lived experiences of coming from minority/minoritised communities, such as language activism, networking opportunities for minority artists, space to share experiences and ideas, interactions with stakeholders and other minoritised language communities. **Technically**, some creations and exhibits were very up to date, while others had to take practical considerations into account. For the digital art piece KIELI, for example, the 20 culturally relevant worlds recorded by the artists during the *Voices of Community* project were technologically “blended”. Installed at [Sónar+D](#), an international programme of activities exploring the shared spaces between the creative industries, innovation and technology, visitors were able to interact with it. For the audiovisual translation workshop *Speak on Screen*, the technical affordances of participants’ computers, the HOW TIMELY platform, the reliability of cloud-based video conferencing platforms and well as participants’ IT skills had to be taken into consideration. For in situ events such as *WHAT?*, the transportability of the art pieces and exhibition panels was a primary determinant of how the travelling exhibition could be curated. Even then, one exhibition panel had to be reprinted on location because a wrong one had been printed by mistake. These examples illustrate some of the technological challenges involved in making activities involving the local creative and cultural sector physically and/or digitally accessible. **Graphically**, visually and auditorily, KIELI, *WHAT?*, *Woodpeckers* and the other visual and auditory creations were definitely not outdated and feedback from visitors to the exhibitions and listeners suggests they were appealing and modern.

Evidence for the **Acceptance** of RISE UP’s activities co-created with the local creative and cultural sector includes the statement by the Seto community experts that ‘The artist residence and the travelling exhibition were liked by participants’ (personal communication, MV 23/01/25)

KIELI at Sónar+D was based on community artists’ spoken word contributions. Its impact on the case study communities may, however, be limited. The Seto community experts, for example, observe that ‘KIELI didn’t reach any community besides the arts people who experienced it at the exhibition in Barcelona’ (MV personal communication, 23/01/25).

The case study experts for Cornish stress that the Travelling Exhibition *WHAT?! Was* widely accepted by the Cornish community (KU personal communication, 22/01/26).

Activation can be quantitatively measured by numbers of participants and visitors and access data.

The number of people who saw and interacted with KIELI at Sónar+D is difficult to estimate, but the number of visitors to Sonar 2024 was over 120,000 attendees ([Catalan News, 15/06/25](#)).

The Cornish iteration of the travelling exhibition *WHAT?!* took place in the town centre in Redruth and on St. Piran's Day, the National Day of Cornwall. This meant that over 80 community members attended the exhibition, including the councillor. The travelling exhibition had approximately 120 attendees in Skopje, 40 in Val d'Aran, 150 at Dan Mladine, 50 in Bucharest and over 200 at the closing event of 'Aromanian on the Path to a Literary and Standard Language' at the Austrian Academy of Science in Vienna. Because *WHAT?!* in Setomaa was open for almost two months (beginning of October to end of November 2025) and during [Baltica](#), the largest folklore festival in the Baltic States, as well as [Seto Culture Week](#), it was seen by roughly 100-150 different people. 'Some saw it many, many times' (OO personal communication, 29/01/26).

The last hybrid session of *Speak on Screen*, 'The Final Cut', and the round table had approximately 40 in-person attendees and 30 online. Online, *Voices of Community* had 721 views by the 19th January 2025, *Speak on Screen* 95, and the exhibitions page 200, which makes it over 1000 views before the end of the project.

One of the surest signs of activation is the effort the host community stakeholders and activists (as well as the organisers) put into the travelling exhibition. Redruth library in Cornwall went out of their way to accommodate us by, for example, opening the side door to encourage more passers-by to call in and make the access barrier-free, by allowing us to mount the exhibition panels on the walls and to use their kitchen and other facilities. The Skopje iteration of *WHAT!?* was blessed with a purpose-built venue and the hosts mobilised a large part of the Aromanian community in the city to join into the celebration, including a professional photographer and TV coverage of the event.

The exhibition in Les thrived thanks to close collaboration with local stakeholders and community groups. Co-organisers Corbilhuèrs de Les and the Ajuntament de Les helped draw focus to the celebration of dance heritage and to ensure strong community presence. Local people including Gala Padró and RISE UP's Maika Casalí further enriched the experience with guided tours, cultural demonstrations, and storytelling rooted in Aranese traditions. Activities for children e.g. language games and inputs from Lengua Viua further showed the community's commitment to preserving Aranese language and culture. The spontaneous participation of residents turned the event into a shared cultural and intergenerational celebration where learning and exchange flowed naturally across generations.

The travelling exhibition co-hosted by Hrvatski Akademski Klub (HAK) took place during the 52nd Dan Mladine Youth Festival in Hrvatski Jandrof, Slovakia. Effective stakeholder cooperation was demonstrated, alongside community activation, which increased youth participation and visibility within the Burgenland Croatian community. Concrete outcomes were content production on a local scale (Burgenland Croatian translation by a HAK member and original artwork by another, Viktoria Ratasich) alongside an interactive Feminist Cross-Stitch Workshop facilitated by Ratasich, which received national media coverage via [ORF Volksgruppen](#) (accessible until 20/03/2026, 13:35). These examples of local ownership and culture and arts in an intergenerational knowledge setting were in line with RISE UP's objectives of minority/minoritised language support, alongside visible community engagement.

Feedback on WHAT?! at Dan Mladine to Jenny Brown from YEN, an organisation that has a long-standing cooperation with HAK as member, also suggests the travelling exhibition and the work that went into it was appreciated by organisers of Dan Mlandine. The last line alludes to the practice to leave the exhibition panels with the hosts for their further use.

‘Thank you all and thank you for the great preparation! ❤️ It was really great to have the exhibition here!’

‘We and I were sooo happy that you were there! 😊 It was really cool! And the exhibition turned out great 😊 The workshop was also a hit! 🙌 And thank you for the exhibition, we can display it at Hak Evening in October 😊’

Co-organised with local cultural stakeholders, the travelling exhibition WHAT?! in Setomaa constituted a coming together through the joy of Seto cultural expression. It activated the community, its youth and international visitors via performances from the *Verska Naase* leelo choir and *Mar’atsäuk* Seto youth choir. As with four out of five of the RISE UP exhibitions, a local youth was contracted by RISE UP to support visitor interaction and document for social media (see e.g [here](#) and [here](#)). A previous collaborator from RISE UP’s *Voices of Community* residency also attended, deepened cultural ties to the project, and proving that creative engagement has been fruitful and attractive to the same faces over the years.

The Bucharest iteration of travelling exhibition was hosted by the *Societatea Culturală Aromână*. Like the Aromanian hosts in Skopje, they organised a supporting programme with music, poetry recitals, and local food. After seeing photographs of *WHAT!?* in Skopje, community members contemplated how best to mount the exhibition panels in their venue. They erected a traditional Aromanian transhumance shepherds’ tent in the community centre which was used to mount the exhibition on the outside and provided shelter for young community members inside.



Figure 8. Travelling exhibition *WHAT?!* in Bucharest

This section concludes with a testimonial about the kind of needs, desires, or affordances the audiovisual translation workshop *Speak on Screen* met.

What strikes me most about sessions like this is not just the skills we pick up, valuable as they are, but the feeling of being in a shared space with people who understand the quiet work of supporting a minoritised language. There's an international camaraderie in that a recognition that our stories, however small they may seem, are part of something much larger.

I'm grateful to [RISE UP](#) for opening up these spaces where I can learn practical tools to support Cymraeg, and at the same time meet others working for their own languages. It's a reminder that minority languages aren't just 'local', they're part of a global conversation about belonging, culture, and voice.

Looking forward to the next session already!

([Linos Anwyl](#))

4 Conclusions

This report presented a detailed and systematic evaluation of the methods introduced by RISE UP beyond those identified in D5.1 and under use of the quality criteria identified in D4.2, the so called six As. It adopted a realist synthesis approach (Pawson and Bellamy 2006) in which the quality criteria identified in D4.2 functioned as the initial model that guided the analysis.

The methods and resources introduced by RISE UP and evaluated in this deliverable are grouped into four families of mechanism or methods: the language resources, the recommendations and guidelines, the networking events (including the policy round table), and the activities involving the local cultural and creative sectors. The parallel report D4.3 focuses on the results on testing online and offline tools, the monitoring of their implementation, and their evaluation, also against the background of the quality criteria identified in D4.2.

The analysis revealed that the six As can be applied to the language revitalisation methods introduced by RISE UP at the content level. They provide a useful checklist for identifying what worked well in RISE UP and for highlighting areas for improvement.

Availability, or the existence of a resource, is the basic requirement. The analysis shows a general need for more resources (see also D4.1 and D5.1), as well as considerable differences between the five case study communities in both the amount and adequacy of available resources. An issue observed more frequently in published minority language resources than in majority language ones is that quite a few of them are incomplete. In at least one case, this is known to be due to a lack of funding or funding running out. This finding supports D2.2's call for increased and longer-term funding to allow these otherwise quality resources to be completed.

The **Accessibility** criterion focuses on resources be physically and/or digitally accessible. Fragmented and contested orthographies shaped by differing ideological perspectives are not only an accessibility issue for the Aromanian community. This deliverable reports one high-tech and one low-tech "solution" to this problem: natural language processing and hand-written amendments. Both are shown to work depending on the context. The RISE UP project extended the accessibility criterion into barrier-free access to the traveling exhibition wherever possible and international sign language translation for two networking events.

This report underscores the importance of effective **advertising** in ensuring that methods, resources, and events reach their full potential. Among the language revitalisation mechanisms introduced by RISE UP, language resources are the least promoted. Although access data are unavailable, ethnographic research suggests that these resources are not widely known or used in the case study communities; when directed to them, community members, however, recognise the resources by their original URL. In contrast, networking events and activities involving the local cultural and creative sector received the most consistent and visually engaging promotion (cf. Actuality), which corresponds with higher levels of online and offline participation.

All methods developed within the RISE UP project were created during its three-year duration and are therefore current in both content and technical approach. **Actuality** is particularly important for young people and thus crucial for engaging them with their minority/minoritised language and culture but also for motivating them to persevere when this engagement requires time commitment.

Acceptance and **Activation** are the two As that are most difficult to evaluate without concrete measurements that would allow the quality criteria from D4.2 to be used to rate and compare different resources. Evidence from the field, e.g. conferences, suggests that the research guidelines resonate well with the language revitalisation research community; the other guidelines are too recent to be evaluated. The networking events having been highly successful across all six As is well documented.

The impact of the project's "stars", the activities co-created by RISE UP and local cultural and creative sector, is demonstrated through strong ethnographic evidence, but cannot be evaluated more systematically in this report due to a lack of impact data. The celebratory mood at all these events was, however, palpable for everybody involved and present.

Overall, the methods introduced by RISE UP meet and, in the case of the networking events and artistic activities, exceed the quality criteria defined in D4.2.

Ensuring their sustainability beyond the lifetime of the RISE UP project and integrating them and the lessons learned into future programmes supporting linguistic diversity in Europe is essential.

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