INNOVATION FOR SOCIETAL DEVELOPMENT
AND SUSTAINABILITY
IN INTERCULTURAL COMMUNICATION:
DIGITAL LITERACY AND
THE NATIONAL READING CAMPAIGN

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"When someone does not speak "perfect" Norwegian,
it means that they know another language perfectly.
And that is something to be proud of.
And if it is the case that someone speaks a foreign language
in such a way that you can hear what the person's native language is -
Yes, that is perfectly fine. And completely normal".
Marit Westergaard
At AcqVA Aurora
Norway

Abstract

This study attempts to describe the history of how the Norwegian language policy in the Nordic Council and The European Global Language Policy at the European Commission are implemented in The National Library Strategy 2020-2023 in Norway and its relevance across Intercultural Communication.

Innovation for a democratic Language Technology infrastructure aims to participate in quality education for Literacy, prioritizing Universal Design Development on children's inclusion for social development and a sustainable future. The Research field based on Hermeneutics, Epistemology, Ethics and methodology, are a main foundation for Universal design . (Areskoug Josefsson, Haarr, K. H., Eriksen, S. S., & Brossard Børhaug, F. 2022)

Norway holds the chairmanship of the Nordic Council of Ministers in 2022[1] and also the chairmanship of the Network for Nordic Language Committees.[2] In this connection, the focus on challenges concerning minority children inclusion in schools, libraries, and intercultural language centers[3], and how the development and use of language technology can contribute to supporting the Nordic countries' language policies and digital plans is a priority. (*Regjeringen; sprakteknologi og de nordiske sprakene, 2022*)

The National Library, through the Council of language in Norway, has initiated a discussion based on the debate between digital transition and languages policies: "In today's language technology landscape, school children and teachers experience that software and writing support offered by the major international technology giants in the school does not reflect the official spelling of the local languages. Today, it is impossible to include adopted spelling standards in internationally advanced writing tools. The language norms conveyed by the big technology giants thus appear as competitors to the official spelling. The companies also do not allow locally developed language technology for small languages (e.g., Greenlandic, Sami, Norwegian, Nynorsk) to be offered as a local adaptation to the children and young people who receive their education in these languages". (Wetås. Å, *Språkrådet* 4.04.2022).

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[1] NORDEN
[2] NORDICS
[3] Nordic Network for Intercultural Communication (NIC) and Centre for Intercultural Communication (SIK)

The National Library in Oslo (NL, 25.08.2022) has a leading role in finding a common bridge of understanding for intercultural communication (Dahl, Øyvind, 2013) within the digital transformation and the social language ecosystem. (Løvaas. 2022 & OECD 2021 & OECD 2022: STIP & DESI 2022), for the The Minister of Education's digitization plan, and The New Digital Education European Plan (2021-2027). Therefore the debate on inclusive language experience and digital literacies for quality education is a priority in this research.

From one side of the bridge, I am comparing the National Reading Strategy in Norway (National strategy for libraries 2020–2023) with the EU's digital strategy and Digital citizenship Education on MIL Governance, and on the other side, the National language policy (*Språkrådet*) with the Global Language policy (ECML). The comparative policy analysis aims to describe and discuss both policies' historical paths and how the National Reading Strategy builds an understanding of the digital ecosystem.

This research focuses on one main key issue: Inclusion as part of Lifelong Learning Sustainable Literacy and Intercultural Communication, for primary school children, during the summer reading campaign in Norway. and four key complementary issues related to Media and Information Literacy governance (MIL) in relation with 1. Innovation, 2. Language 3 Intercultural Communication 4. NL Strategy on Sommerles "Innovation for Language Intercultural Communication Strategy with *Sommerles* (MIL-ILIS).

The first Key Issue, Technology Innovation that works for people and adds value to people's daily life. (*Den Nasjonale forskningsetiske komité for samfunnsvitenskap og humaniora*, 2022). The second key issue is a fair and competitive digital economy with a frictionless single market with the need of local language technology. The third is Intercultural communication as an open, democratic, and sustainable ecosystem with plural choices both in literacy and language. (EU Joint Research Center: Strategic Plan 2020-2024). And Fourth, The National Reading Campaign: *Sommerles* as a Public Procurement with onsite and online accessibility.

The theoretical framework is based on Intercultural communication, VaKE Ethical and Epistemological approach, (Brossard Børhaug, F., & Weyringer, S., 2019). and methodological framework WPR (What is the problem represented to be?) which is based on Policy Analysis

(Sutton, Clowes, M., Preston, L., & Booth, A. 2019 & Bletsas and C. Beasley (Eds.) 2012 & Anselmo R. Paolone, 2012). and the Hermeneutical approach. (TUM School Rolf Moeck, 2022 & Dawson, 2019).78, Gadamer, H. G. (1989).

This debate about the digital literacy gap calls for Strengthening Local, International, and Global Innovation Ecosystems in Language Education[4] (Renouard, Cécile., Beau, Rémi., Goupil Christophe Koenig, Christian, 2020 & Digdir Modell, 2022)[5]. Norway is in a democratic process of documenting its literacy heritage for the Sustainable Development Goals for quality education in Literacy. Norway has not reported literacy metrics on the SDG Global index for the last two years. Does not mean that it does not have it. Developing a Universal and User Experience inclusive design takes time, dialogue, analysis, and discussion. The Compendium Cultural policy system and a Main key issue based on Media and Information Literacy and four key issues (ILIS) will be a basis for inquiry and reflection and the Global Policy Compass on comparative European Policy Analysis.

The purpose of this research is to describe how The National digital online and onsite campaign called "Sommerles' 'connects the bridge of understanding related to Literacy for local organizations such as primary schools, libraries, cultural centers, Universities, and global Organizations in digital ecosystems. Since 2012 Sommerles Campaign has developed a digital transition. Nowadays, primary school children in Norway can be free to join the onsite and online reading experience wherever they are in the world during summer.

This research has focused on two questions: How are discursive and social practices related to The Norwegian and EU Global language policy developing intercultural communication, language Literacy, and social inclusion for children at the primary school level? And how are both policies related to the National Library Strategy in Norway and support the digital reading campaign Sommerles for Quality Education and literacy in SDG #4, 4.6 indexes?

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[4] https://campus-transition.org/en/the-great-transition-handbook/an-innovative-pedagogy

[5] https://www.digdir.no/digital-samhandling/felles-okosystem/2395#modell

Sommerles is a national digital reading campaign developed by Snuti, Vestfold, and Telemark county library in 2012. It is organized in collaboration with The National Library, Deichman, and inland county libraries. Sommerles has become an opportunity for inclusion for many children by using narrative and game field approaches. (Livingstone, Sonia; Mascheroni, Giovanna & Staksrud, Elisabeth, 2018) It is free for primary school children in Norway from first to seventh grade. It means that the primary school child in a Norwegian school in Norway and around the world can freely join a network of librarians for eighty-four weeks during their primary school studies. This open source can help the child to improve their language competency in the official languages taught in Norway.

Through a post-structural policy analysis based on Becchi and Goodwin's WPR approach, the task has been to facilitate these practices and their importance in language policy development in Norway within Europe (ECML). Literacy as co-design among cultural and research centers is possible in an intercultural digital habitat, where children's expert teams from different intercultural backgrounds can be included.

This study attempts to explain how the Norwegian and European Language Policy are implemented in National Library Strategy 2020-2023 and explain the importance of intercultural communication and pluriliteracy for a democratic infrastructure needed for collaboration and competence development in public and private quality education, with the aim to improve digital literacy and children inclusion for a sustainable future.

ABBREVIATIONS

AcqVA Acquisition, Variation & Attrition
ASTIN Arbetsgruppen för språkteknologi i Norden
BUFDIR (Barne-, ungdoms- og familiedirektoratet)
DCE Digital Citizenship Education
DICELANG Digital Citizenship Education through Foreign Language Learning
CAR Case Analysis Record
CDCC Council for Cultural Co-operation
CDPPE Steering Committee for Educational Policy and Practice
CIVIS European Civic University
CLARIN The research infrastructure for language as social and cultural data
CLEG Curriculum Studies, Leadership and Educational Governance
CREATe Copyright research centre
CritLit *Kritisk literacy i en digital and global tekstverden*
CoE-SFF Founding Centre of Excellence
DASK – *Duisburger Arbeiten zur Sprach- und Kulturwissenschaft*
DFØ *Direktoratet for forvaltning og økonomistyring*
ECML European Center for Modern Languages
EFNIL European Federation of National Institutions for Language
ELE European Language Equality
ELG European Language Grid
FIF *Formidlingskompetanse I folkebibliotek plan*
FLE Foreign Language Education
DESI The Digital Economy and Society Index
DIGDIR Digital Directorate
DSMD Digital Single Market Directive
EFNIL European Federation of National Institutions for Language
EPAN Education Policy Advisors Network
EUR-Lex European Union Law
Eurypedia the European Encyclopedia on National Education Systems
HYFLEX Hybrid flexible participation
ICA The International Council of Archives
ICBS The International Committee of the Blue Shield
ICOM The International Council of Museums
ICOMOS The International Council on Monuments and Sites
ICT4D Communication Technology for Development
IFLA The International Federation of Library Associations and Institutions
ILIS Innovation for Language Intercultural Communication Strategy with *Sommerles*
INCP International Network on Cultural Policy. Otawa Canada
INNOFFARENA-*Innovasjonsarena for stat og kommune*
IPR Intellectual Property Rights
KDD *Kommunal- og distriktsdepartementet*
LACA Libraries and Archives Copyright Alliance
LINGUANUM Digital Citizenship, Digital Wilds, and Language Learning Teaching
LLAF Lifelong Learning in Applied Fields

MAaKE Moral Action and Values Education
MCS Mainstreaming Corporate Sustainability.
MIL Media and Information Literacy
MIL-ILIS Innovation for Language Intercultural experience with **Sommerles**
NENT Den najonale forskningsetiske komité for naturvitenskap og teknologi
NESH Den nasjonale forskningsetiske komité for samfunnsvitenskap og humaniora
NFFO Norsk faglitterær forfatter- og oversetterforening
NORDEN *Nordisk ministerråd*
OECD-DEEP Digital Economy Policy Platform
OECD-TALIS Teachers and School Leaders as Lifelong Learners
PANEUROPE Pan European Union
PISLHE Pedagogic Innovation and Student Learning in Higher Education: Perceptions, Practices, and Challenges
PSID Public Sector Information Directive
RFCDC The Council of Europe's Reference Framework of Competences for Democratic Culture
SDG CoP Sustainable Development Goals Global Platform
STIP Compass Science, Technology, Innovation, and Policy Norway
TeachEx Teaching Excellence
TRT Teacher Reflection Tool
UIA Union of International Associations (Policy Compendium)
UIL UNESCO Institute for Lifelong Learning
VaKE Values and Knowledge (Ethical and Epistemological Approach)
WPR What the problem Represent to be (Social and Political Sciences Approach)

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PREFACE

The Ministry of Children and Family Affairs' (BFD) budget has set aside NOK 554,489,000 in 2022 for Grants for the inclusion of children and young people (Bufdir, 2022). The subsidy scheme supports a wide range of measures. Grants for cultural literacy, leisure, and holiday activities, job offers for young people, equipment centers, local leisure funds, culture and activity cards, activity guides, and youth-free and open meeting places. In addition, grants are given for testing work models and coordinating local work to increase participation in leisure activities for the target group.

Bufdir has processed applications from

§ 4-9 Testing of working models

§ 4-10 Coordination of local work for inclusion[6] of the target group, and

§ 4-12 Central link in voluntary organizations with activity in at least five municipalities.

For these three types of activity and earmarked measures, *Bufdir* received 149 applications for the grant year 2022, with a total application amount of NOK 308,643,291. Bufdir has granted NOK 209,607,293 for 75 measures for 2022.

One allocation is to Midt-Telemark Municipality. Everyone with Co-creation for targeted work for child inclusion as a merged municipality, there is a great need for coordination in Central Telemark to look after children. Funding is being sought to cover a 20% project plan that can work on coordination for internal and external coordination. The main objective of the project is to counteract exclusion. The result is to develop a platform for better cooperation and co-creation between the municipality, the volunteers, and private actors.

The work will be divided into four work packages that ensure mapping, structure for cooperation, anchoring, and good information flow. Moreover, an example to ensure mapping and structure for cooperation is The National digital reading campaign: Sommerles in Telemark

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[6] https://www.bufdir.no/globalassets/global/tilskudd-bruk-denne/inkludering/koordinering.pdf

Municipality, a good example of co-creation and children's inclusion. Children Literacy is the streamflow related to language competence; it defines the scope and sustainable possibilities for being included in society. The Norwegian Ministry of Culture, Education (BFD) aims at the importance of the Norwegian language policy for children's sustainable Literacy and inclusion.

In Chapter One, I will present the topic, aims, objectives, questions, motivation for the study, conceptual framework, and limitations.

In chapter two, I will explain the historical background and context with a Literature Review related to the Norwegian and European Language policy [7] for Sustainable Literacy and Social Innovation in Intercultural communication with an emphasis on the History of SDG on Quality Education SDG #4 and Literacy SDG # 4.6, development studies in Government Media Information Literacy (MI) and its relationship to The Norwegian library Strategy as an example for Social Innovation.

First, from the European Council: The History of the European Language Policy by describing the European Center for Modern Languages (ECML) and its contribution to language policy.

Second from The Nordic Council, the importance of the Ministry of Culture in Norway: The history of the Norwegian Policy´s language by describing the National Reading library network and its Digital transition and competence based on the Norwegian plan (*Formidlingskompetanse I folkebibliotek plan*) applied to a commons practice of co-creation and cooperation: *Sommerles*.

T**hird,** I will describe The Norwegian Ministry of Culture and the importance of the Language Pact from the Language Council and its relationship with the National ICT policy and the National Library Strategy.

The importance of the global network of library associations such as IFLA (International Federation of Library Associations and Institutions

In Chapter three I will describe the Intercultural Communication Theory applied to language debate analysis (VaKE Model). I will describe step by step the model with the criteria of using the Main Key Issue on Media and Information Literacy and four key issues that I have called (ILIS) Innovation for Language Intercultural Communication Strategy with *Sommerles*.

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[7] https://www.coe.int/en/web/language-policy/language-policies

In Chapter four, I will summarize the Methodology, which is based on Policy analysis from Carol Bacchii: WPR Approach (What the problem seems to be?), [8] and the Language Policy theoretical background based on: (i) the development of language education policies [9] (ii) the development and implementation of curricula for plurilingual and intercultural education [10], and (iii) the development of strategies that focus on the language dimension in sustainable Literacy and research[11] (iv) The Norwegian language policy within the European Council.[12] I will compare with VaKE language model with WPR based on MI-ILIS key issues.

In chapter five I will describe the findings and analysis of the MIL-ILIS main and key issues and nine criterias between the EU Language policy and the Norwegian policy language, based on the ECML Compendium and language route. Four criterias could be developed from *Sommerles* as a good commons practice: The Role of languages in Learning, orienting newcomer students and families, developing language knowledge and skills, and awareness of language dimension in the European Context.

In Chapter Six, I will discuss the importance of the ERA Strategy and the European Strategy on the new digital Education and the plan through life learning Cycle. I will discuss the Digdir Model on Language Technology from the Ministry of Education and ICT Digitalization plan, the importance of Intercultural Communication Centers as an Ecosystem which support the language technology dilemma and its importance on the ICT National and Global policy in Norway. I will focus on ECML Universities network initiative within Norway in Europe and how they participate with plurilinguistics, pluri-literacy and intercultural approach for Children's future wellbeing and Universal design curriculum development.

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[8] Bacchi, C., Goodwin, S. (2016). Introduction. In: Poststructural Policy Analysis. Palgrave Pivot, New York. https://doi.org/10.1057/978-1-137-52546-8_1
[9] https://www.coe.int/en/web/language-policy/guide-for-the-development-and-implementation-of-curricula-for-plurilingual-and-intercultural-education
[10] https://www.coe.int/en/web/language-policy/a-handbook-for-curriculum-development-and-teacher-training.-the-language-dimension-in-all-subjects
[11] https://www.coe.int/en/web/language-policy/from-linguistic-diversity-to-plurilingual-education-guide-for-the-development-of-language-education-policies-in-europe
[12] https://www.coe.int/en/web/language-policy/list-of-language-education-policy-profiles

In Chapter seven, I will conclude with the challenges for the future scenario at primary school libraries and cultural centers during summer time. By recognizing that the National Library is the context of the government's strategy for the digitalization of the public sector.(National Library Strategy, 2020-2023: pg. 6)

I will recognize the relevance of as *Sommerles*, as a National Library summer landscape on the literacy cycle and literacy language policy clear path for blended design, with online and onsite experiences that include all primary school children to join freely the campaign.
The National Reading Campaign is a Human Centered Design based on Universal Design and UX experience design for community development through co-creation with an ecosystem of public libraries and private sector as Snuti AS.

I will also recommend *Sommerles* as an example of Universal Design Development with the possibility to develop the full language cycle not only with reading or listening language experiences, but with the possibility to develop writing and talking digital experiences with the children.

CHAPTER 1

1.1 Presentation

Language Education Policy Historical Context

At the end of the Second World War, peace between peoples led to the founding of the Council of Europe, and this goal has been the major priority for its programs. In this hope, mutual understanding between countries was a common value, and learning their respective languages and cultures was considered one of the priorities.

Accordingly, with the European Cultural Convention (Paris 19/12/1954) [13] the Council of Europe has been promoting linguistic, intercultural respect, and language learning in education since 1954. Article 2 of the Convention calls on the signatory states to promote reciprocal teaching and learning of their languages:

> "Each Contracting Party shall, insofar as may be possible: Encourage the study by its nationals of the languages, history, and civilization of the other Contracting Parties and grant facilities to those Parties to promote such studies in its territory and Endeavor to promote the study of its language or languages, history, and civilization in the territory of the other Contracting Parties and grant facilities to the nationals of those Parties to pursue such studies in its territory." (COE, Language Agenda 2022).

With this inspirational article, The Council of Europe's learning agenda in language education policy responds to language rights, mutual understanding, participation in democratic citizenship, and support for each other to solve the needs and priorities of member states. In this context, quality education and inclusion through intercultural communication and sustainable literacy are among the objectives pursued by the European Charter for Regional or Minority Languages (March, 1998). In addition, the Framework Convention for the Protection of National Minorities (1998) [14] is one of the most comprehensive treaties designed to protect the rights of persons belonging to national minorities and considers that a plural and democratic society should respect the language rights, ethnic, cultural, artistic and religious identity of each person belonging to a national minority.

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[13] https://www.coe.int/en/web/conventions/full-list?module=treaty-detail&treatynum=018

[14]] https://www.coe.int/en/web/language-policy/language-policies

One of the main factors for changes in the council of Europe's approaches to language policy is the number of member states which has increased since 1990. The relationship between sustainability and development explains one of the reasons why language policy is evolving. The fact that the Language Policy is sustainable is related to the concept that "being literate in a wide range of private and public discourses and contexts is closely related to the notion of advancedness in a foreign language" (Goldoni 2008: p. 70). If more member states join the Council, there is more need to understand each other's language in an intercultural context.

The field of intercultural communication has tried to answer the question. "How do people understand one another when they do not share a common cultural experience"? (Bennett. 1998) There is a need for resources and references for the "transition cultural shock" (Bennett, Janet M. 1977). It is possible to compare education systems in terms of language and multicultural education.

Consider different dimensions and challenges to live a meaningful intercultural experience. One is to think of a broader educational project which continues to be based on cultural plurality, and the challenge is to think of it as an end instead of means. We must be prepared for "the power of hidden differences" (Hall, Edward T. 1991). Culture is communication, and communication underlies everything. It occurs outside our awareness. We need to discover the culture constantly.

Plurilingualism in national and international contexts brings a complex relationship to otherness. It is needed to reflect beyond national identity into cultural identity and understand the Psychocultural framework of the person's experience. (Adler Peter, S. 1977)

Attention to individuals and social groups as vulnerable groups is needed for linguistic integration. Societal multilingualism and individual plurilingualism in national and international contexts typified different kinds of mobility. Digital mobility in the eco-social transition is also part of the European language evolution. Interaction and collaboration to test innovation help school teachers and librarians enhance digital, universal, and intercultural didactics. (Areskoug Josefsson, Haarr, K. H., Eriksen, S. S., & Brossard Børhaug, F. 2022).

Recognizing the importance of the language dimension in teaching and learning to ensure access to education for all is one of the main relations between the Sustainable Development Goal in Quality Education and sustainable literacy. With This holistic and integrated approach, the concepts of plurilingualism and interculturalism are a priority in the European Language Policy.

Unity in diversity is one of the principles for democratic citizenship, social cohesion, inclusion, and integration. Proficiency in communication skills increases opportunities for travel and interaction in Europe. Participation is needed to ensure democratic citizenship and Benefit from linguistic diversity. Manral. (2022). Citizenship and intercultural dialogue in the 21st century are the key roles of language proficiency in language policies.

What kind of initiatives has been developed by the Council of Europe in language education policy? The Committee of Ministers has adopted the next recommendations from and Parliamentary Assembly (PACE) [15]

One of the initiatives is the provision of intercultural and plurilingual curriculum guides and tools for member states and other types of users. Many resources are available[16] at the request of states, regions, and language education policy profiles [17]drawn up nationally or more locally with the assistance of international teams set up by the Council of Europe.

Lastly, since its establishment in 1994 by the Council of Europe, the European Center for Modern Languages (ECML) [18] in Graz, Austria, has made a key contribution to European cooperation in the language field. Through its medium-term programs, the ECML has facilitated the production and dissemination of innovative work and tools, the setting up of international communities of practice, and the creation of international networks of language professionals, which have fostered exchanges in the fields of research and practice.

With the support and cooperation of its member states, the Council of Europe has promoted values that ensure that language education policies will contribute to high educational standards in

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[15] https://www.coe.int/en/web/minorities/at-a-glance#{%2279030665%22:[4]}
[16] https://pace.coe.int/en/
[17] https://www.coe.int/en/web/language-policy/main-instruments-guides-and-manuals
[18] https://www.coe.int/en/web/language-policy/profiles

terms of quality and fairness and make these policies a fundamental part of democratic citizenship living together in society.

There are two major schools in intercultural communication: the theory and research school and the theory into practice school. While these two approaches have not been formally defined, they are differentiated by distinct professional organizations, conferences, and journals. (Bennett. Milton, 1998).

The first school is based on international studies, while the second is based on interdisciplinary studies. This study represents the theory in practice school. My goal is to present basic concepts from the Ministry of Culture Strategy (2020-2023).[19] Language policy in Norway concerning the Council of Europe language policy and themes, which, when taken together, explains the practical aspects of pluriliteracy and intercultural communication.

In addition, this research is meant to present the national reading campaign as an example of onsite and online collaboration among institutions (Digdir, 2022). To improve language competence, Literacy, and intercultural skills. The underlying assumption of this study is that good practice in facilitating quality education and intercultural relations must be accompanied by conceptual reflection during digital transformation. The National Library Strategy is one example of the importance of consensus during the digital transition and the importance of evolving intercultural topics.

Six main organizations in Norway collaborates with the language policy on children minorities, migrants, and refugee's inclusion.

1 The Norwegian (Language Council) is responsible of the Language Policy in Norway

2 Regjeringen Compulsory school children with a special need for sign language instruction

3 Udir The Education Act gives the right to different curriculums:

  A. Norwegian Sign Language.

  B. English for the hard of hearing

  C. Norwegian for the hearing impaired.

  D. Drama and rhythm

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[19] https://www.ecml.at/

E.   E. Framework for basic skills in Norwegian Sign Language.

4 Lovdata The Education Act requirements for teachers' sign language competence.

5 Domstol interpreter Minority languages.

6 COE Framework Convention for the Protection of National Minorities, Kven/Finnish, Lule Sami, North Sami, Romanes Romani, and South Sami

Språkradet is the responsibility of the Language Policy in Norway

1.1.1 Aims and objectives

This study's aims are based on the historical review of the Norwegian and EU language policy concerning the National Library Strategy for digital transformation. Three objectives:

First, to describe the European language policy (ECML) and Norwegian language policy regarding pluriliteracy and intercultural education and communication as one of the priority areas for quality education and Literacy for Sustainable Development Goals in Europe.

Second, demonstrate how the need for a pluriliteracy approach relates to the Norwegian Governmentś goal priority with the Ministry of Education and ICT, Ministry of Culture, and The Language Council, through the Strategy plan and actual language debate.

Third, how the Government library policy and the National Library Strategy 2020-2023 organize the democratic infrastructure needed for collaboration, and competence development in public and private education by describing: The public procurement called "Sommerles", in intercultural communication based on an interdisciplinar digital ecosystem.

1.1.2 Problem and Question

Explanation of the problem:

On the SDG 2021and 2022 index under the quality education sustainable development goal #4 (p 35) for Norway, there is no information available for literacy rate.e.(Interactive map, 2021 and 2022)

Fig. 1 SDG INDEX & DASHBOARDS: A GLOBAL REPORT. (n.d.). Pg.25
Sustainable Development Solutions Network.

Norway does not show data available on Literacy. However, Bergen University, Nord University, The University of South-Eastern Norway, and the Arctic University of Norway have made a good effort. The four Universities participate in ECML themes and focus on the importance of transition across educational stages and the importance of intercultural citizen education and literacy development within the ECML (European Center for Modern Languages of the Council of Europe).

In addition, NAFO and The Foreign Language Center are relevant focus points for the systematic review of qualitative e-research framework for intercultural education and plural literacy development approach on minority learners.' The bridge needed is to relate the interdisciplinarity among the Norwegian and Language policies during digital transformation and digital transition with the National Library Strategy for guiding good commons practices into sustainability.

For example, the Norwegian and the Council of Europe language policies demonstrate how their perspective is developed in the National Library Strategy 20-23 by giving a time-space frame for democracy and formation in the eco-social transition and digital transformation. Sommerles develops reading literacy in digital transformation and, with the storytelling approach, is helping the child to understand the complexities of the eco-social transition and keep him aware of the importance of his participation, not only online but also onsite, by visiting the library to pick up the recognition for his effort on being self-literate. This social practice helps us to understand the complexities of developing a design for social sustainability and quality education in literacy.

Question

How are discursive and social practices related to Norwegian and EU language policy developing intercultural communication, language Literacy, and social inclusion for children at the primary school level? And how do both policies related to the NLN Strategy support the digital reading campaign sommerles for active participation on the SDG #4, 4.6 indexes on Literacy in Norway?

1.1.3 Motivation for the study

As a Spanish teacher in Norway at Hundsund-Grendesenter in Bærum, Greater Oslo Region, and the International Bachelor program in Rogaland, in connection with the ECML training team; I have seen the need for early support for children in primary schools and students in early secondary education. The Norwegian and EU-ECML language policy is one of the frameworks needed to support the National reading strategy. The national reading campaign, in its blended and Universal Design: on-site and online, is a good opportunity to integrate and include minority, migrant workers children, and refugee's children through the National Library Strategy for 2020-23.[20]

The main concern is how to support families with primary school children with a Responsible Management Style based on open-source resources. Teachers could design

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[20] https://www.regjeringen.no/contentassets/18da5840678046c1ba74fe565f72be3d/nasjonal-biblioteksstrategi-endelig-uu.pdf

Universal and inclusive experiences in a sustainable ecosystem for collective sharing experiences based on respect for linguistic differences and support language living heritage.

The National Library Strategy is a context not only for librarians at cultural centers or libraries but also a good source of sustainable resources for school libraries. The National Reading Campaign is part of the Strategy. It is a good example of introducing the importance of helping minority children with an immersion program based on the ECML innovation in intercultural studies and innovation at the national digital reading campaign, online and onsite.

One of the challenges of this research is the importance of the war in Ukraine and how this research can help to map some resources that can help to welcome accompanied and unaccompanied children. Many children come to Norway during the summertime. EU countries such as Norway are preparing to welcome, with innovative social support, those fleeing from Ukraine. One of the key areas of support is the protection of children[21]. The EU Strategy on the Rights of the Child [22] provides a comprehensive framework for protecting and fulfilling the child's rights. National coordinators now in place under the European Child Guarantee have a key role to play in galvanizing and coordinating the effort at a national level and with regional and local authorities. The Commission is also preparing dedicated Standard Operating Procedures for transfers of unaccompanied minors.

"The Commission will bring together the Member States to start sharing experiences and identify what is needed to continue the education of displaced children and families. The School Education Gateway will be a one-stop-shop to link educational material from Ukraine and Member States' material in the Ukrainian language. Flexibility in the Erasmus+ funding program will also be used to support the education of refugee students and the integration of staff of higher education institutions who are fleeing the war". (COE ECML Recommendations, 2022)

UNHCR (UN High Commissioner for Refugees) estimates that about half of the refugees from Ukraine are children under the age of 14. For Norway, an estimated 15,000 people. On

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[21] https://www.ecml.at/Resources/Languageexperts/tabid/115/language/en-GB/Default.aspx
[22] https://flyktning.net/ressurs/temaside-om-traumeforstaels

Monday, 21 March 2022, 3685 asylum seekers were registered from Ukraine to Norway. 1439 are children, 1839 are women, and 407 are men. (Sources: ImDi, UDI, and UNHCR)[23]

Minister of Education Tonje Brenna (Labor Party) is very concerned about facilitating Norwegian schools and kindergartens in the best possible way for Ukrainian children and young people. Ola Borten Moe (Sp) has the same starting point for his area of responsibility: studies at universities and colleges" (Helge Mikalsen / VG, Mars 2022).

The National Reading campaign could be a starting point for helping primary school children from the war by listening to other stories and joining a sustainable network based on a different path: Media Literacy. (Meyer, Oliver & Coyle, Do, 2017)[24].

The wonderful set stories written by Holsve, M. as Det Blodrøde Nordlyset Sommerlesfortelling (Holsve, 2020) or Asbjørn og Astrid på dypt Vann (Holsve, 2021) and Eventyr på rommen (Adventure in the room) (Holsve, 2022) are a good example of why the National Digital Campaign called Sommerles can be a good help for the children in uncertain times. The stories focus on resilience during the socio-ecological transition. Furthermore, the children are introduced to the sustainable resources developed by the National Library through the National Library Strategy that includes sommerles experience as a successful practice with children. Some resources can be on paper as the tradition for reading, developed by the National Library and the Regional network.

My motivation is also related to my experience as a Philosophy for Children Teacher. In 1993, I studied with Dr. Matthew Lipman and Dr. Ann Margret Sharp, founders of IAPC [25,] at Montclair State University in New Jersey.

Philosophy for Children Curriculum is based on philosophical Stories. One of the Stories is the Comenius Program P.E.A.C.E which helps to foster the cognitive and affective skills in children needed to cope with the challenges of living together in intercultural societies. Promotes an awareness of the importance of intercultural and linguistic diversity within Europe. (Striano M, Camhy D, Garcia Moriyon F, Glaser J, Oliverio S 2013)

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[23] https://ec.europa.eu/info/strategy/priorities-2019-2024/stronger-europe-world/eu-solidarity-ukraine/eu-countries-preparing-welcome-those-fleeing-ukraine_en
[24] https://mm.tt/2417338067?t=OPlb1RWumd
[25] https://www.vg.no/nyheter/innenriks/i/v5PEnm/ukrainske-barn-i-norge-trenger-fri-fra-krigstankene

The Web of Science as data for social research activity (Birkle, Pendlebury, D. A., Schnell, J., & Adams, J. 2020). Moreover, bibliometric mapping of research on the user design for safe use with children (Fujs, Vrhovec, S., & Vavpotič, D. 2020) has been my main concern with the online possibilities of the digital reading campaign and its relevance in times of the pandemic and war. I think we need to move fast and be prepared to help the children lose school days and the opportunity to play and study with other students. Instead of being isolated at home, the digital and onsite reading campaigns are examples of good common practice. People have access to good reading user experience.

In this digital transition where media is giving us information with high impact, the National library Strategy gives us the space to think, read and enjoy intercultural discoveries, which help us imagine other possible worlds and hope for the future.

The relevance of the user experience design for onsite and online media literacy inquiry is based on the value of Universal didactics, and the global biodiversity framework (Areskoug Josefsson, Haarr, K. H., Eriksen, S. S., & Brossard Børhaug, F. 2022 &Brossard Børhaug, F., & Harnes, H. B. 2020 & Manral 2022) both are a priority in this research. Facilitating the quality of education in a diverse cultural context (Kleven, 2022) and the need to assess integration projects in Norway (Moe, 2022) make me reflect upon the need for an analysis of the actual debate about the convention rights for language and the rights of the kids.

Sommerles' story is a fictional heroic narrative based on historical facts. Stavanger 2025 Jubilee is an opportunity to base heroic stories (Drønnen, 2022) on the narrative, where children can inquire about intercultural communication in the story of Stavanger and its transcendence worldwide.

1.1.4 Conceptual Framework and limitations

The Conceptual framework is based on Innovation on Societal Development and Sustainability with a focus on the United Nations Global Compact principles and taxonomy. The priority is on research ethics (NESH 2021), responsible management on Digital Literacy transition (SDG #4.6), and the reflection on "The Best Practice program in Promoting Academic Integrity" from the European Council.

The main idea is that Social innovation is the main stream of the human quest in a philosophical context, for an inclusive meaningful life. The aim is to identify the National reading campaign and library strategy as a relevant digital ecosystem practice (DIGDIR, 2022) in Norway and across Europe. " A Best Practice Program is a celebration of good practices rather than a competition` (COE, Strasbourg 2021). Quality of research (Nygaard, L. 2015) on online resources (Salmons. 2016) for the National language debate on language technologies. Sommerles is an example of language technology for language integration.

The limitation is that The National Reading Campaign (Pegrum, Hockly, N., & Dudeney, G. 2022) for the Language technologies debate is developed for Digital Literacies related to reading and listening, and it is needed to integrate the importance of language skills such as spelling in the writing digital language path (Pegrum, Hockly, N., & Dudeney, G. *Digi Languages flight path*, 2022).

IFLA's contribution of Libraries to the SDGs plan #SDG Action 10909 is a cross-cutting issue that supports all of the SDGs. Library services contribute to improving outcomes across Sustainable Development Goals (SDGs) like Goal #4, Quality Education. Goal #16 is Peace, justice, and strong institutions, and Goal #17, Partnerships for the goals by Promoting universal literacy, including media and information literacy, and digital literacy skills. (Fiona Bradley, 2016)

Sommerles is an example of a cross-cutting issue that provides information and communication technology (ICT) infrastructure, helps people develop the capacity to use information effectively, and preserve information to ensure ongoing access for future generations. Literacy based on reading and listening improves children's competency in Norwegian based on the Norwegian Policy of language and the National Reading Strategy. The target group for the project is children in 1. to -7. class. Children who will start in the first grade every summer and those who have left seventh grade are also welcome in the reading experience. If a child starts after kindergarten and continues every summer even after finishing primary school, they will have the opportunity by Sommerles, to listen and to read in Norwegian, Ny Norsk, and Sami (Different regions in Norway), a set of fantastic stories and is going to be recognized for the effort.

The primary school child's opportunity is 27 months to visit the library and pick up the book he wants and, at the same time, to join the digital network with summerles National digital campaign. It is not only about entertainment. It is about the possibilities for his future of being literate in Norwegian and reading to his own rhythm. With the National reading campaign, the child can see what other children are reading. It is an introduction to his life as a researcher.

The child will be able to compare his own reading choices with National media tendencies. As ICT develops, there will be more and more possibilities, UX designers, such as Snuti AS, are the ones who build the gap between ICT competencies for librarians, innovation, and children's secure access.

In 2020, *Sommerles* had a total of 125,000 participants; so far, in the 2021 year, they were up to 162,000 participants nationally. The Project leader for **Sommerles**, Siri Haga Torgersen, explains that in percentage terms, most children from Rogaland use the service. Almost half of the children in the target group have taken part in Sommerles. Children in Trøndelag also have been active. There, 43 percent of all children in the target group have benefited from the reading experience.

The European portfolio for primary educators (ECML Bergen University, 2012-2015) Set some principles guiding the educator's choices fand active library research participation for primary school teachers based on the Norwegian State, Regional and local language policy and the European language global policy.
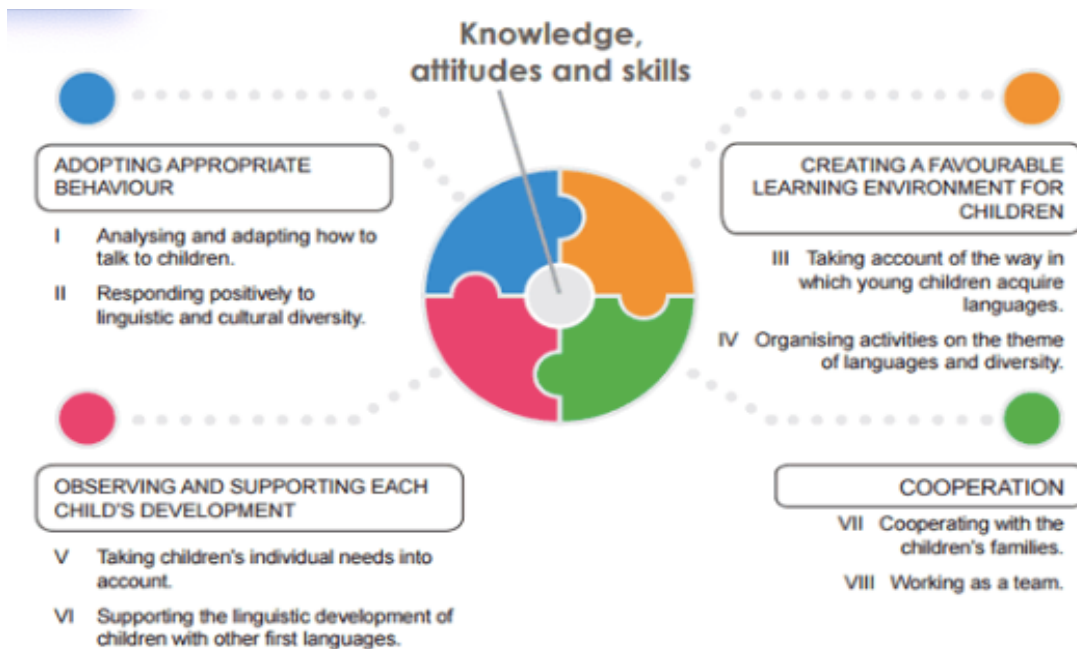
LIST OF DESCRIPTORS FOR PROFESSIONAL COMPETENCES

https://www.ecml.at/ECML-Programme/Programme2012-2015/Pepelino/tabid/1833/Default.aspx

Fig. 2 Pepelino European Curriculum for working with children from primary schools.

Examples include:The "holistic approach," which views the child's natural functions in their globality and their complementarity and prioritizes activities that allow children to combine the use of speech, the other senses, and motor or perceptual functions. The "play-oriented approach", sees play as crucial to the growth of young children and the development of their abilities, including the development of linguistic competencies, and The "communicative approach", posits that the most effective methods for developing competencies in a language consist in setting learners communicative tasks which they must perform, alone or in groups, with the educator's assistance.

The Summer reading digital campaign in Norway is based on three approaches. **First**, it is a holistic approach by designing an onsite and online experience for primary school children based on free choice to read, by visiting the library and choosing any book that he or she wants either onsite or online. Children can read a set of stories developed every day in coordination with recognized writers and Front-end expert designers. **Second,** Sommerles is a play-oriented

approach. Children get recognition for being part of the reading children network with trophies for reading every week and enjoying the story. And **Third**, it is a communicative approach because it is based on language reading and listening to competency with access to the onsite library and online digital podcasts and library.

Sommerles inspired Norwegian language learning in the early years, by developing a sustainable literacy principle [26]which is based on the employment of a graphic system based on a set of stories and can be used to interpret written texts in different contexts. (Beacco Jean-Claude, Byram Michael 2007). In a plural literacy approach (ECML, 2012-2015), "Literacy is control of secondary discourses and uses of language" (Goldoni Francis 2008: p. 70; quoting Gee 1989), and "being literate in a wide range of private and public discourses and contexts is closely related to the notion of advancedness in a foreign language" (Goldoni 2008: p. 70)

Sommerles common practice helps us to map and get information on how a wide range of language associations are organized, how they support their own networks of members, and what impact they have on policy reform supporting multilingualism. (ECML 2008-2011)

The reading digital campaign is based on media literacy; it combines several elements, such as information and visual literacy. (ECML 2016-2018), What Kind of literacy is needed for children to succeed in reading competency? Baseline Literacy, Functional or Multiple? (European Commission, Directorate-General for Education, Youth, Sport and Culture, 2014)

Baseline Literacy: The ability to read and write at a level that enables self-confidence, and motivation for further development. Broadly equivalent to PISA Level 1 (Usually children in first and second grade). Functional Literacy is the ability to read and write at a level that enables development and functioning in society at home, and school. Broadly equivalent to PISA Level 2 (Children in third and fourth grade)

Multiple Literacy: the ability to use reading and writing skills to produce, understand, interpret and critically evaluate multimodal texts. Broadly equivalent to PISA Level 3 and above,

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[26] https://www.montclair.edu/iapc/

the threshold identified by OECD enables people to meet lifelong literacy requirements (Children from the last years in primary school and all their year studies).

Sommerles is an experience that helps with the Norwegian immersion, and social inclusion of migrant and refugee children. "Immersion refers to the teaching of content exclusively through a foreign language. The emphasis is placed on subject teaching, and the language serves only as a means of delivering that instruction. We evaluate students' knowledge of the subjects taught and not their proficiency in the foreign language." (ECML 2016-2019).

One challenge for *Sommerles* in terms of the European language Policy is to become a pluralistic experience. (ECML 2020-2022) "The term 'pluralistic approaches to languages and cultures' refers to didactic approaches that use teaching/learning activities involving several (i.e., more than one) varieties of languages, e.g., by integrating both the target language and the language of schooling, or the target language and other foreign languages, minority or regional languages, instead of dealing with the target language in isolation." (Candelier M, Camilleri. G.A, Castellotti V, de Pietro, JF., Lőrincz, I., Meißner, F,J., Noguero, l. A, Schröder S.A, with the participation of Molinié, M. 2012).

Sommerles' case has proved to be sustainable (ECML 2016-2019). Sustainability is one of the principles of quality. If something is sustainable, it can be maintained or confirmed over time. The idea is that learning or innovation needs to be transferable, transformative, and long-lasting. The reading campaign includes visual Literacy, which is the ability to make sense of the information presented in the form of images. (ECML 2016-2018).

The research is based on a Qualitative e-Research Framework based on Janet Salmons, qualitative content analysis (QCA), and the WPR approach for policy analysis (Bacchi, C, and Goodwin, S 2016) with the recollection and evaluation of primary and secondary resources, aiming to analyze the Norwegian and EU-ECML policy and its relationship between intercultural education and plural literacy development approach in the National Library Strategy 20-23.

The main focus is on the inclusion of migrant children, refugees, minority children, children with special needs, and third culture kids in Norway based on goals and indicators from ECML themes, in the light of the logic of the 2030 Agenda in Quality Education and Literacy. Not only within Europe but as IFLA's vision for the world. Geopolitically we are in Europe, and laws and funds apply within the context. We should not forget the children studying in global schools, who learn in Norwegian and are moving worldwide. The digital reading campaign can also reach out to these elementary school children.

One of the limitations is that the theoretical analysis of the Norwegian and European language policy represented in practice is related to little literature about practical cases as sommerles. Intercultural communication related to digital transformation has generated ways to help people think and behave with more intercultural sensitivity. (Birkle, Pendlebury, D. A., Schnell, J., & Adams, J. 2020).

The National Library Strategy introduces some other literacy experiences, but they have yet to be analyzed in the relationship with the ECML policy framework. Examples of dissemination from the National Library Strategy are:

-Bokåret 2019
-Public health and the library
-Bookstart – language from the first moment, Association Read!
-Lesefrø, Deichman
-Sommerles – Norway's digital reading campaign, county libraries, and public libraries
-Digital kveld, Stormen Public Library

This study challenges us to recognize the importance of dialogue and respect for new historical inquiries in digital transformation and eco-social transition, and the need for a co-design digital approach for co-designing with the child, to reflect with them as readers and writers in a digital co-design. Sommerles is a secure space for democracy and formation. The main challenge is to secure child rights in a digital environment at the same rhythm as co-creating with them in their primary school.

CHAPTER 2 HISTORICAL CONTEXT AND BACKGRAUND

In this chapter two, I will explain the historical background and context with a Literature Review related to the Norwegian and European Language policy for Sustainable Literacy and Social Innovation in Intercultural communication with an emphasis on the History of SDG #4 (4.6), development studies in Literacy (MIC) and its relationship to The Norwegian library Strategy as an example for Social Innovation.

First, from the European Council: The History of the European Language Policy by describing the European Center for Modern Languages (ECML) and its contribution to language policy. **Second from the Ministry of Culture in Norway**: The history of the Norwegian Policy´s language by describing The National Reading library network and its Digital transition and competence Norwegian plan (Formidlingskompetanse I folkebibliotek plan) applied to a commons practice of co-creation and cooperation: Sommerles. **And Third,** I will describe the importance of the global network of library associations such as IFLA (International Federation of Library Associations and Institutions), EBLIDA (European Bureau of Library, Information and Documentation Associations), and its contribution to sustainable Literacy.

I Will start to describe the Historical and Geographical context of the seat of the European Parliament. Since 2016 Strasbourg has been the capital of The Grand Est region, formerly called Alsace in Northeastern France. In 1949 The Council of Europe was founded as an organization for intergovernmental cooperation, has the primary aim of creating a common democratic and legal area throughout the continent, by ensuring respect for the shared values of human rights, democracy and the rule of law.

"On 5 May 1949, in St James's Palace, London, the treaty constituting the Statute of the Council of Europe was signed by ten countries: Belgium, France, Luxembourg, the Netherlands, the United Kingdom, Ireland, Italy, Denmark, **Norway,** and Sweden". (COE, Statute of the Council of Europe, u.d.)

Social inclusion, cohesion, and respect for diversity have been a priority. Accessibility to quality education for all is its vision of public protection. As part of this access to quality education,

six years after, in 1954, the European Cultural convention was signed to protect diversity by promoting linguistic diversity and language learning for the future.

"The purpose of the European convention was to develop mutual understanding among the peoples of Europe and reciprocal appreciation of their cultural diversity, to safeguard European culture, to promote national contributions to Europe´s common cultural heritage respecting the same fundamental values and to encourage in particular the study of languages, history, and civilization of the Parties to the Convention. The Convention Contributes to concerted action by encouraging cultural activities of European interest". (COE 2. , u.d.).

This concerted action requires knowing each other and agreeing on relevant values. After 13 years, in 1962, Modern languages became a priority. Language Usability is a human concern for mutual understanding. We can reflect on the meaning of Modern Languages by asking the next question: Is it the same to think in a Modern Language as a Spoken language? More than 7000 languages are spoken today but in different historical contexts. National Parliaments in Europe, meet in a Parliamentary Assembly [27]and also with International Parliamentary Assemblies[28], such as the United Nations, The Nordic Council, OECD, and UNESCO.

Grand Est is a crossroad for parliamentary dialogue called Alsace-Champagne-Ardenne-Lorraine, it was created in 2016 by the union of the former *regions* of Alsace, Lorraine, and Champagne-Ardenne.

It   is   bounded   by   the *regions* of Hauts-de-France and Île-de-France to   the   west and Bourgogne–Franche-Comté to   the   south. Belgium and Luxembourg lie   to   the north, Germany to the east and north, and Switzerland to the south. The capital is Strasbourg.

Strasbourg is also the seat of a number of European institutions and bodies including the European Parliament and the European Court of Human Rights.

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[27] https://pace.coe.int/en/
[28] https://pace.coe.int/en/pages/international-assemblies

"Residents selected the name Grand Est ("Great East") as the shortened form for the new administrative division, but, in a nod to historical regional identities, the longer name Alsace-Champagne-Ardenne-Lorraine was retained for official correspondence." (Britannica, u.d.)

We can see that it has been a democratization process with crisis and accession of different countries through constant questions and recommendations. The Use of language as a common nod is constant. Therefore two key approaches are relevant to this research. The first one is related to the use of language for mutual understanding through intercultural and transnational knowledge and shared values. Second, the tangible and intangible heritage that a language means for intercultural exchange. The first guide us to the importance of the Usability of language design for communication purposes as the European Commission for Modern Languages ECML, and the other, is the importance of knowledge and value in monitoring the language quality in communication, as EFNIL, the European Federation for National Institutions of languages created on the 14 October 2003. These two key approaches bring us to the importance of Intercultural communication at the center of Parliamentary Issues.

In 1994 the European Commission of Modern languages was created by the European Commission in Graz, Austria, 8 hours of driving by car from The European Commission in France. Crossing Germany and connecting Central Europe as a cross-road parliamentary ecosystem in 2003, 9 years after EFNIL was created to secure the quality of the National Languages and its importance in creating a sustainable corpus for translation.

"The European Federation of National Institutions for Language (EFNIL) is to be registered as Association sons but lucralif (ASBL: Association without lucrative purposes) under Luxembourg law according to the Act from 21 April 1928 on non-profit associations and foundations. It consists of the central or national institutions for research, documentation, and policy relating to the officially recognized standard languages within the States of the European Union, called Members. The seat of EFNIL is after registration: c/O Dr. Guy Berg, Villa Vienna, 133 avenues de la Liberté, L-4602 Niedercom, Luxembourg". (EFNIL, 2003)[29]

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[29] http://www.efnil.org/

Intercultural communication centers such as EFNIL and ECML focus on the same parliamentary ecosystem but with different scopes. EFNIL focus its quality education research approach on intra-national and intercultural language policy, and ECML focuses its quality education research approach on international and intercultural language global policy. In Figure 3, we can see Transnational access to European Research Infrastructures between COE, ECM, and EFNIL based on the value of language intercultural communication heritage in research and innovation. The European Education Area on quality education, training for all, and linguistic diversity aim for the seal of Excellence (Commission, u.d) and for Sustainable development in literacy studies.
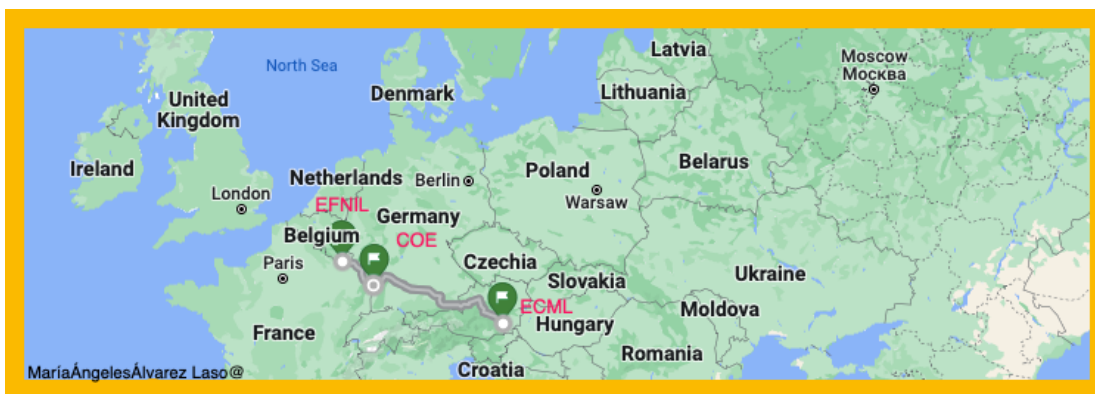
Fig 3. Culture and linguistic balance in European Parliamentary approach:
COE, ECML, and EFNIL

The geographical localization helps us to visualize a physical infrastructure within the European Parliament ecosystem. "Quality Education for all" guide us to an open vision of the importance of the field of global networked governance parliamentary models on a different scale as the UN Global Compact. To reflect on the local and global language policy initiatives in public-private and multi-stakeholder character is the challenge of the digital transition.

How does the European Commission visualize the relationship between this interparliamentary approach to language Sustainability?

Education for all is possible if digital literacy is accessible through smart specialization in Sustainable Development Goals and Environmental Commons. In 2011 eight years after the

creation of EFNIL, the European Commission opened up a digital portal, for bringing together the importance of communication among EU countries in Research and Innovation.

"The S3 Platform assists EU countries and regions in developing, implementing, and reviewing their Research and Innovation Strategies for Smart Specialization (RIS3). Established in 2011 following the Communication "Regional Policy contributing to smart growth in Europe 2020", the role of the S3 Platform is to provide information, methodologies, expertise, and advice to national and regional policy makers, as well as promote mutual learning, trans-national co-operation and contribute to academic debates around the concept of Smart Specialization". (Commission, u.d.)[30]

However, the introduction for a common strategical perspective do not solve the language policy coordination at different scales. The situation is serious, as there is a lack of coordination and standardization in the area of Corpus-based language research.. There are different arguments for the establishment of Language Banks, which will coordinate and standardize efforts in the digital area transition. Sabine Kirchmeier-Andersen president of EFNIL deals with computational linguistics. She has been asked: "What does it bring to the discipline of terminology? " (Unit, u.d.)

"Computational linguistics is a discipline that deals with formal language description in order for language to be handled by computer programs, e.g. machine translation systems, speech technology and databases for dictionaries and professional terms. First-rate systematic descriptions of multilingual terminology are important building stones in most language engineering programs. Computational linguistics can contribute to a better understanding of what is needed in order for the programs to handle the languages. Traditional dictionary and terminology works are based on large quantities of implicit knowledge which we humans have, e.g. in terms of our own experiences, but which a computer does not have. we are always in the borderland between language and artificial intelligence". (Kirchmeier-Andersen, S. 2022)

Intercultural communication in National and global language policy meets a challenge in the Age of Digital Transformation. How does Education for all in the International Parliamentary Ecosystem, as the UN, deal with this border language land of artificial intelligence? Do we need

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[30] European Commission S3Platform: https://s3platform.jrc.ec.europa.eu/about-us

to stop learning to read and write our mother or father language and start a parliamentary coding language?

With this introduction, it can be seen the roots of the language policy debate in Norway, its relationship with the European Parlament Ecosystem, and its relevance in integrating the historical language heritage between EFNIL, COE, and ECML. Local and regional language corpora (EFNIL) are needed to translate and understand each other, at the European Commission (COE), and to be Sustainable in terms of language integration,

The recommendations of the European Council for Modern Languages (ECML) are a step needed for the development of a European Policy Compendium. A balance is needed to scale possibilities. Each Nation needs to find its rhythm in our complex time. Strategies help to scale the balance needed.

The historical background related to the European Language Policy for Sustainable literacy and Social innovation in Intercultural communication helps us to understand the importance of dialogue and mediation, the importance of translation and Understanding, and the way to find equilibrium in the balance between language traditions for the Digital Era.

The National Library, with its Strategy between 2020 to 2025, helps us to scale the language and its possibilities for media literacy sustainability. The Norwegian Council of Language in Norway (Språkrådet) within the Ministry of Culture cares for language diversity and human rights. Its language corpus is as important as the recommendations of the Global Language Policy Compendium.

The digital transition has sped the process, but we should keep the scale with which we find a balance. Language is a living heritage in itself. It is what makes us understand each other. Machine learning and Data analytics add combinations and relationships, but the integration and balance for the future are Human.

The need for an intercultural understanding between human communication and computer linguistics (Språkteknologi) is more than ever needed, for the future of democracy not only in Europe but around the world
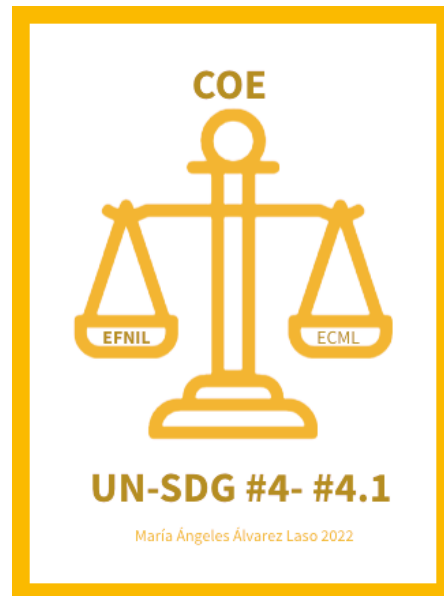
Fig. 4. Council of Europe for UN-SDG on Quality Education and media literacy
EFNIL and ECML

2.1 History of SDG and Quality Education on Literacy, and Social Innovation.

Sustainable Development Goal on quality education (SDG #4) is related to Information and media literacy (IML) SDG # 4.6. According to UNESCO, IML "enables people to show and make informed judgments as users of information and media, as well as to become skillful creators and producers of information and media messages in their own right. (UNESCO 2006, u.d.)

> Plurilingual Knowledge and the right to choose are a priority in terms of Social innovation and digital transition. Not only is intercultural communication relevant, but Interdisciplinary approaches and concrete strategies for social change. On a structural/societal level, as well as from an individual perspective, it is necessary to make some starting points (SWEDESD, 2022)[31]

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[31] https://www.uu.se/utbildning/utbildningar/selma/kursplan/?kpid=46789&lasar=22%2F23&typ=1

The Swedish government established the Swedish International Centre of Education for Sustainable Development (SWEDESD) at the former University of Gotland in 2008; thirteen years after, in 2021, SWEDESD became a center of transdisciplinary research and education environment at Uppsala University targeting learning for sustainable development and global health.

An example of a concrete Strategy to deal with Information and Media Literacy for SDG # 4 on quality education and 4.6 for literacy is The UN Global Compact, which was officially launched at UN Headquarters in New York City on 26 July 2000.

"It is a principle-based framework for businesses, stating ten principles in Four areas of **human rights, labor, the environment, and anti-corruption**. Under the Global Compact, companies are brought together with UN agencies, labor groups, and civil society" (Global Compact principles)

The SDG Index [32] in 2015, in its development, and key issues came out in 2016, after SWEDESD and Global Compact. The Sustainable Development Goals were adopted in 2015 by all 193 member states of the United Nations. (The Sustainable Development Goals in Order"| by leesean - Medium). The United Nations agenda applied to all countries, rich and poor. Previous agendas, like the Millennium Development Goals, focused on the poorest countries. And so, this presented a completely new monitoring challenge: how to track progress across so many different countries that differ vastly in their level of development, in the challenges they face? A lot of UN data was already connected for developing countries. There was a very lively discussion as to what other data might be considered outside the indicators, which had been officially mandated for the institutes.

They came across a study developed by the Bertelsmann Stiftung Institute, 2015 which was launched later that year entitled "Are rich countries ready for the Sustainable Development Goals?" developed by Dr. Christian Kroll of Bertelsmann Stiftung [33]. It was the first attempt to

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[32] https://dashboards.sdgindex.org/map/goals/sdg4
[33] Kroll, C. 2015. *Sustainable Development Goals - Are the rich countries ready?* Gutersloh: Bertelsmann Stiftung. Full text

track the Sustainable Development Goals, all 17 goals, in the OECD countries, the member countries of the Organization for Economic Co-operation and Development, in other words, the developed economies, largely.

It was the first pilot Index, but it really demonstrated the feasibility of not just collecting a broad range of data, covering the full spectrum of economic, social, and environmental challenges across the 17 goals, but also synthesizing it in a way that was helpful for policymakers, civil society advocates, and other practitioners of sustainable development. So it was needed to decide on developing, an Index and a dashboard covering all member states of the United Nations. This was a big step for the Sustainable development Solutions Network (SDSN) [34]to develop the indicators and monitoring framework.

They started by reviewing the official SDG agency's indicators, and possible data to be transformed into a monitor. They needed to define data collection to start and design a new metrics system called the SDG. They collected the data and created a global Sustainable Development Solutions Network. Many universities are members around the world and help with the kind of metrics and indicators, and the leadership council at the UN was asked which is a group of about 80 or 90 very senior development professionals from the private sector, government, international organizations, science, and civil society, that together, covered the full spectrum of Sustainable Development Goals.

In 2015, the team tried to put together the first set by trying many different methodologies before designing the Index that collated so many different forms of data. Their main focus was on how best to replicate the Agenda 2030. In January 2016, they developed the first draft of the index and shared it with the leadership council. members of the Sustainable Development Solutions Network, and experts on the board who could help to identify the first edition of the SDG Index. They also consulate the Statistics Division.

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[34] https://indicators.report/targets/4-7/

Another challenging point of the index design network was if they should aggregate the information into one overall Index, so one number for every country, and whether they should rank countries. This is still a challenge to this date in 2022.

The benefits of the ranking provide a simple overall measure that allows comparing countries easily, and that generates interest. To understand if the National language policy affects SDG #4 under 4.6, it is possible to look at the rankings for Norway under quality education and Literacy. At the SDG Index for 2020 and 2021, Norway does not inform. Why not, and how can it be informed? Parliamentary decisions take time. The Ministry of Culture and inclusion, with the National Library Strategy and the language policy in Norway, has been a good reference to start.

When the SDG board noted the issue, they wanted to discuss and know how Norway is preparing itself for giving feedback to the SDG index. There are methodological challenges in reducing the complexity of sustainable literacy development into rank. The ranking is about priorities. The fact that there is no data available for quality education in literacy in Norway is proportional to the fact that policies and strategies take time and differ in every parliamentary context.

The national library strategy was designed in 2020 for 2022, prioritizing democratic participation in the digital transition. The priority for Norway has been qualitative rather than quantitative. The pandemic generated a different consensus-building process and governmentality. In Norway, dialogue and consensus are essential and decisive in managing priorities. Later in the methodology chapter, we will see the importance of post-structural analysis in intercultural development policy issues. Norway, like other Nordic and Scandinavian Countries, has a deep cultural route on dialogue and parliamentary priorities. (UNESCO Thing Sites)[35]

The literacy sustainability for Quality Education in Norway related to the Ministry of Culture and the National Library Strategy is a democratic process free to participate and co-create. The same is with how the National reading digital campaign is designed. Every single child in

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[35] https://www.thingsites.com/

primary school is free to decide if She/ HE wants not to read in the campaign. There is no ranking for the future. The child can join at any time during the three months and is free to decide if continue reading every Sommer or just for some years.

"The United Nations does not rank countries' performances, which is frowned upon by member states. So the purpose of the SDG Index was then and continues today to be a tool to make the SDGs more widely known, widely understood, and talked about in countries at the sub-national level".   So the ranking does help to dialogue and compares different strategies and their possibilities in the future. It does give us a sense of proportion between data standards".

So with this fact in mind, the first report in July 2016 for the High-level Political Forum on Sustainable Development Goals was to review progress on the Sustainable Development Goals, and it caused a lot of interest and engagement with the scale of the challenge for their specific countries, how far is Norway from achieving the Quality Education goals for sustainable Literacy is still in a developing process that depends on the Research, Education and Cultural network. The SDG Index played a really important role in the next edition, and its relationship between the Norwegian Language Policy and the EU language policy both are deeply connected to the National Reading Strategy.

Promoting quality language Education in Europe through literacy programs is a priority. And Norway has answered back to the challenge through initiatives such as The Ministry of Children and Family Affairs' (BFD), to map and develop sustainable structures for children's inclusion.

How is this research related to the European Commission Priorities for the EU's holistic approach toward implementing the UN's SDG Agenda 2030 with its Member States? This research focuses on the relationship between the Global and Norwegian Language Policy through the National Library Strategy. SDG on Quality Education and literacy is our focus SDG point. From this Shared point, the aim is to describe how The National Reading Campaign, Sommerles, is a good solution not only for The Norwegian Debate about Machine learning Design in Norwegian Language Competence but also how it is a good solution for some of the SDG priorities.

From the Holistic approach, this research focus on three of the six priorities:

1. Economy that works for People. The National Reading campaign is a resource for all children in Norway and around the world who are part of the Ministry of Education and ICT in Norway. Access is free for all children, and digital resources are available in the library ecosystem.

2. Europe fit for the digital age: This thesis analyses how the European and Norwegian Digital plan for digital transformation is present in the User Experience design of Sommerles. The thought is that the combination of onsite and online participation, facilitates a democratic process for the child to choose the book they want to read and the accessibility of a fantastic Story, that they can read at their own path and that is highly inclusive. Children with learning difficulties can find support from the Ministry of Culture and Inclusion Cultural Centers and Libraries. Also, Children who need more support to understand the official languages have the digital resources to solve their language competency challenges, and can access any time the support of a librarian in their community. The National Reading campaign called Sommerles is available in the official languages of Norway.

3. **Stronger Europe in the World:** The Norwegian diaspora has some online and onsite schools worldwide, some have their own libraries, and all have access to the summer online campaign.

4. **European Democracy:** The National Reading Campaign is based on Democracy and supports a long-term vision it is adjusted to the local reality of primary education summer solutions.

"It is not only a moral imperative to support democracy, but it also proves effective towards human, social, and economic development, and helps the pursuit of peace and stability. Democracy support ought to be comprehensive, long-term, and adjusted to local realities. Electoral assistance, to promote genuine pluralist political participation, is an important entry point, but is to be accompanied and complemented with strengthening parliaments and political parties and the promotion of independent and professional media." (EU-capacity4dev, u.d.)

Fig. 5 European commission UN-SDG International Strategies
(COE Agenda-2030, 2021 & COE Manual of human rights, 2022)

2.1.1 History of the European Council: European Language Policies

At the end of the Second World War, the wish for sustainable peace was a priority between peoples, and this value led to the founding of the Council of Europe, and this goal was the major priority for its programs. (European Cultural Convention, 1954 & COE Language policy and ECML 2022). In this spirit, mutual respect and understanding between countries were to be developed, and learning their respective languages and cultures was thought to be one of the main resources. (CASTL, Norwegian centers of excellence, 2020) Accordingly, under the European Cultural Convention (018, u.d.), the Council of Europe has been promoting linguistic diversity and language learning in education. Article 2 of the Convention calls on the signatory states to promote reciprocal teaching and learning of their languages: (COE, 2022 ECML plurilingual education).

In 1998 a Compendium of Cultural Policies and Trends was created to monitor:

1. Cultural Policy System.

2. Current Cultural Affairs.

3. Cultural and Creative Sectors.

4. Law and Legislation

5. Arts and Cultural Education

6. Cultural Participation and Consumption

7. Finances and Support

8. Other concerns to monitor

Fig. 6
Compendium Developers:
European Institute for Comparative Cultural Research
and Goethe Institute

The compendium provides an overview of how cultural policies are organized in terms of three criterias: Diversity (D), International Cooperation, (IC), and Funding for support (FS).
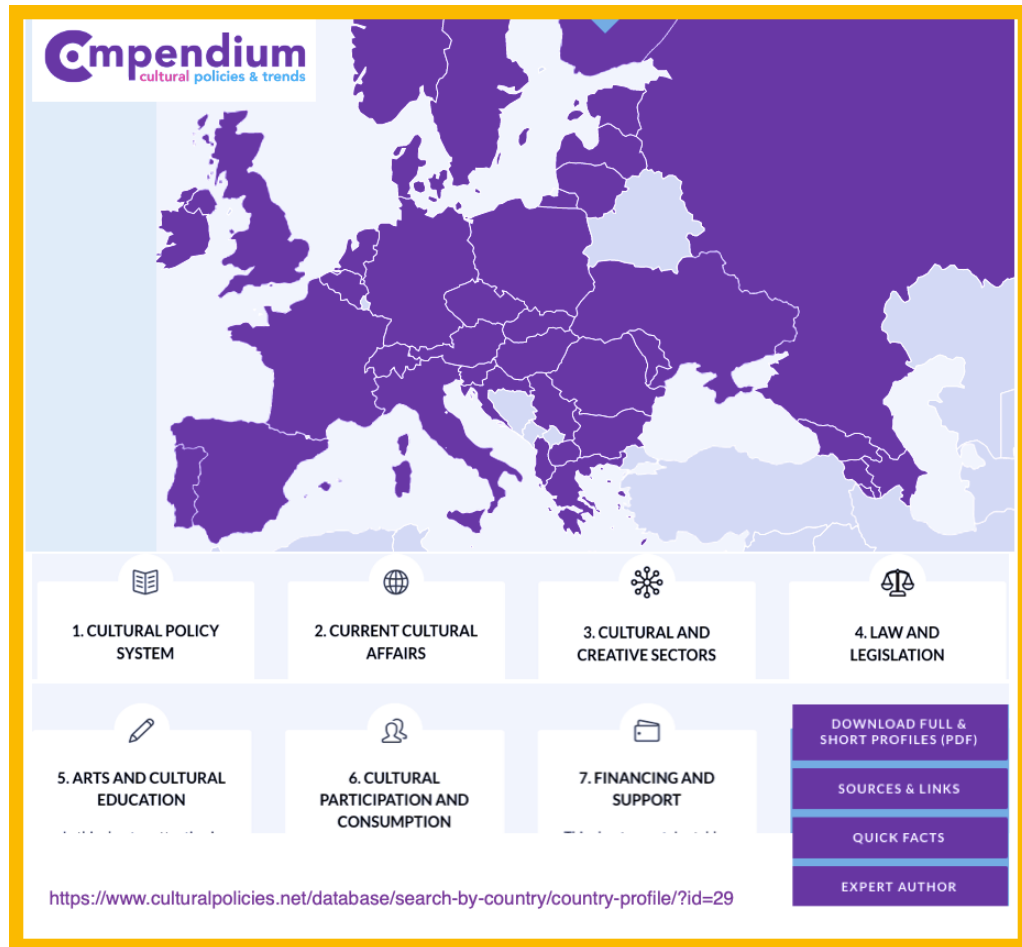
Fig. 7
Compendium (2018) Cultural policies & trends Bonn, Germany

In this context, protecting and encouraging plurilingualism and interculturalism are among the objectives pursued by the European Charter for Regional or Minority Languages, which has been open for ratification by member states since 1992. In addition, the Framework Convention for the Protection of National Minorities, which entered into force in 1998, considers that a pluralist and genuinely democratic society should respect the ethnic, cultural, linguistic, and religious identity of each person belonging to a national minority. Principle developments: Several factors have brought about major changes in the Council of Europe's approaches to language policy, particularly following a significant increase in the number of member states since the 1990s.

The demand for common European language reference tools for learning, teaching, and assessment, makes it possible to compare education systems in terms of foreign language teaching

and language certification. Incorporating the approach focusing on foreign language teaching into a broader educational project that continues to be based on linguistic and intercultural plurality.

Attention is placed not only on social agents as individuals but also on social groups and in particular, acknowledgment of vulnerable groups and the linguistic integration of adult migrants. Focus on autobiographical intercultural descriptors in work and migration[36] are provided to facilitate intercultural communication.

An increase in studies and debate on societal multilingualism and individual plurilingualism in national and international contexts is typified by various forms of mobility and a complex relationship to otherness. (Steering Committee for Education Policy and Practice CDPPE, 2022).

Recognition of the importance of considering the language dimension in the teaching and learning of all school subjects to ensure access to education for all, together with the importance of the quality and fairness of education systems. (Compendium, Klepp, B. *Telemarksforkring kulturindeks*).

With these approaches, the concepts of plurilingualism and interculturalism have become considerably more important. They are no longer concerned with foreign languages but raise urgent questions about the role of languages of schooling as opportunities for accommodating and capitalizing on learners' first languages (whether regional, minority or migrant languages or varieties of the language of schooling) as a medium for all other types of learning.

> These concepts now take a holistic, integrated view, but not one that is uniform or standardized of the linguistic and cultural competencies that make up individuals in society. Although variously represented in social, psychological, cognitive, identity, and other terms, individual languages and cultures are not considered to be separate entities. In fact, the plurilingual and intercultural abilities of every social agent are put forward as constituting a complex whole an entire repertoire of varied and, to varying degrees, disparate resources – whose diverse components interact with each other and may be used in different ways depending on the overall context and specific situation. (ECML, Plurilingual and Intercultural Education).

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[36] https://www.ecml.at/Thematicareas/Migranteducationandemployment/tabid/4146/language/en-GB/Default.aspx

Democratic citizenship and social cohesion

The early emphasis in Council of Europe projects on proficiency in communication skills was prompted by the increasing opportunities for travel and interaction in Europe and underscored the latter's unity in diversity.

This approach is just as relevant today. However, globalization and internationalization raise new challenges for social cohesion, inclusion, and integration. While language skills are still important for employment and mobility, they are also necessary if people participate actively in the social and political processes that are part and parcel of democratic citizenship in the multilingual societies of member states.

This growing interest in language policies as a way of strengthening democratic citizenship and social cohesion reflects the Council of Europe's emphasis on education for citizenship and intercultural dialogue in the 21st century, in which the key role of language proficiency is now self-evident.

A range of tools and initiatives for SDG on quality education

Successive Council of Europe initiatives in the field of language education policy has led not only to the preparation of recommendations adopted by its Committee of Ministers and Parliamentary Assembly (PACE) and Directorate General of Democracy (DGII) but, above all, to the provision of reference material, curriculum guides, and directly usable tools for member states and other types of user (trainers, curriculum developers, textbook authors, teachers, national and international organizations, etc.). A great many resources are therefore available on dedicated websites. Moreover, at the request of states or regions, language education policy profiles have been drawn up nationally or more locally with the assistance of international teams set up by the Council of Europe. In the case of Norway Telemark Research Institute with Per Mangset and Bård Kleppe and the International Conference on Cultural Policy Research (ICCPR).

Lastly, since its establishment in 1994 by the Council of Europe (through a Partial Agreement with the initial objectives of teacher training and implementing Council of Europe language policy), the European Centre for Modern Languages (ECML) in Graz (Austria) has made

a key contribution to European co-operation in the languages field. Through its medium-term programs, the ECML has facilitated the production and dissemination of innovative work and tools, the setting up of international communities of practice, and the creation of international networks of language professionals, which have fostered exchanges in the fields of research and practice.

Recognition within Europe

With the support and cooperation of its member states, the Council of Europe has conceived and shaped itself as one of the most active institutions working to establish a European area of language education. The latter is understood as education in languages and through languages in societies profoundly characterized by a linguistic and cultural plurality gradually becoming broader. It does this to promote values that not only ensure that language education policies will contribute to high educational standards in terms of quality and fairness but also make these policies a fundamental part of democratic citizenship and living together in society. (COE Agenda-2030, 2021 & COE Manual of human rights, 2022)

2.1.1.1. The European Center for Modern Languages (ECML).

The European Centre for Modern Languages - ECML, was founded in 1994 by the Council of Europe as an organization whose mission is excellence and innovation in language teaching and to help the research and teacher network within Europe to learn languages more efficiently and to support Global European teacher networks. Its vision: A Europe committed to linguistic and cultural diversity (COE Language Policy Portal 2022).

"The ECML, an Enlarged Partial Agreement of the Council of Europe, situated at the interface between policy, research, teacher education, and practice, is in a unique position to act as a catalyst for reform and to help member states implement quality language education".(ECML: About Us, 2022).

The fact that ECML has been developing since 1994 Sustainable research networks help us to understand the foundation of our analysis, which aims to understand quality education for sustainable language literacy. The Digital transition has accelerated our approach to language

teaching based on language Curriculum design, UX design, and Universal design. A sense of coordination between the ECML timeline and the Digital transition with its accelerating Universal approach.

The figure #9 shows the crossroad path between the SDG for Quality Education, the importance of the Council of Language debate on the importance of technology and inclusion, the Intercultural and Pluri-literacy approach to the language since 2022 by the ECML team, and the National Library Strategy plan 2020-2023 which includes different National Innovations from the library Ecosystem intending to support the digital transition and the coordination between the State, Regional and local Resources.

The National Reading Campaign is one of the resources which aims to promote democracy, inclusion, and well-being for the children during the summer. With free access to every single child who is registered in Primary School in the National Curriculum. The children can be in Norway or in a Global school, digital or online in any country. ECML has been in the language Curriculum across Europe. We can see its time line in figure #9.

SDG #4 on Quality Education in Literacy (SDG# 4.6) and Digitization for a Sustainable, Inclusive, and Resilient Decade of Action SDG#4.7

ECML INNOVATION IN SDG #4
Language technology Debate EFNIL
VaKE&MaAKE

MINORITY CHILDREN IINCLUSION

Policy
WPR

INTERCULTURAL
AND
PLURI-LITERACY

NORWEGIAN NATIONAL
DIGITAL READING
CAMPAIGN: SOMMERLES
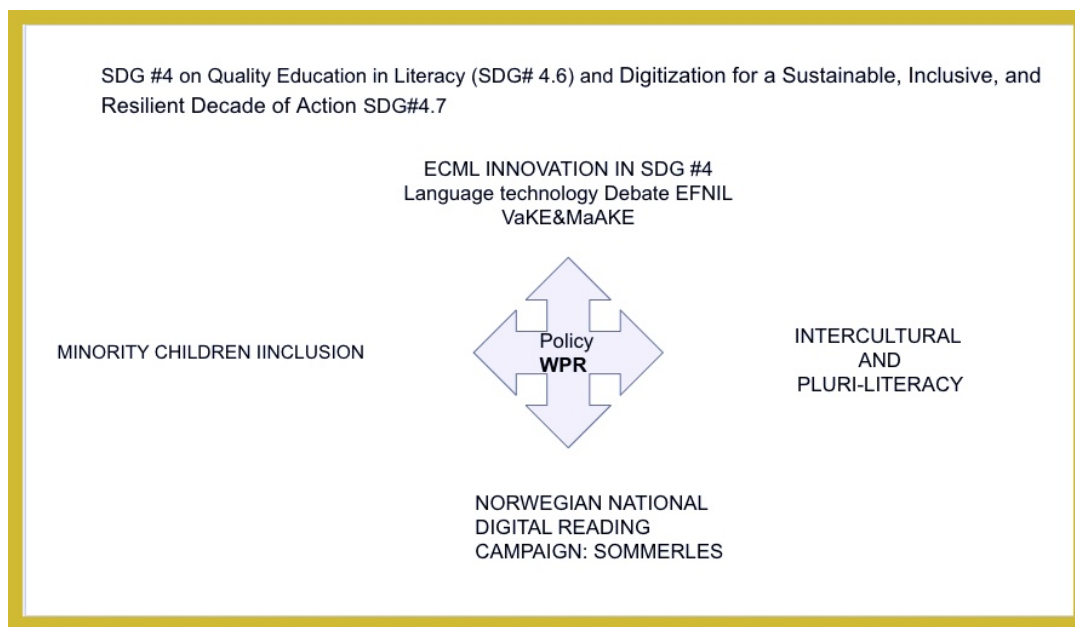
Figure 8. Crossroad path between SDG, National language debate Inclusion vs. Technology, Intercultural Communication and pluriliteracy ECML-SDG # 4. 4.6 and 4.7 The National Library Strategy and the Sommerles Campaign good practice.

Both the Global Language policy from the Council of Europe and the National Language policy and debate in terms of the digital Transition is at the center. The National Debate focuses on the importance of language competence for Writing and correct spelling because the language national banks are a priority for developing new language technologies based on the National need. Not only for reading and listening as *Sommerles* does but the full language learning cycle.

The Methodology is at the center of the crossroad. In this research, we are going to analyze through Post structural analysis the problem of the lack of information in Quality Education and literacy. Therefore in figure #9, we can see the importance of Language Policy Design in an Universal Curriculum Context and Global Citizen Collaboration during the digital transition.

How ECML has evolved? which are the key issues that can help us to deep into the National language debate? We will focus on the first 50 years of ECML in figure # 10.
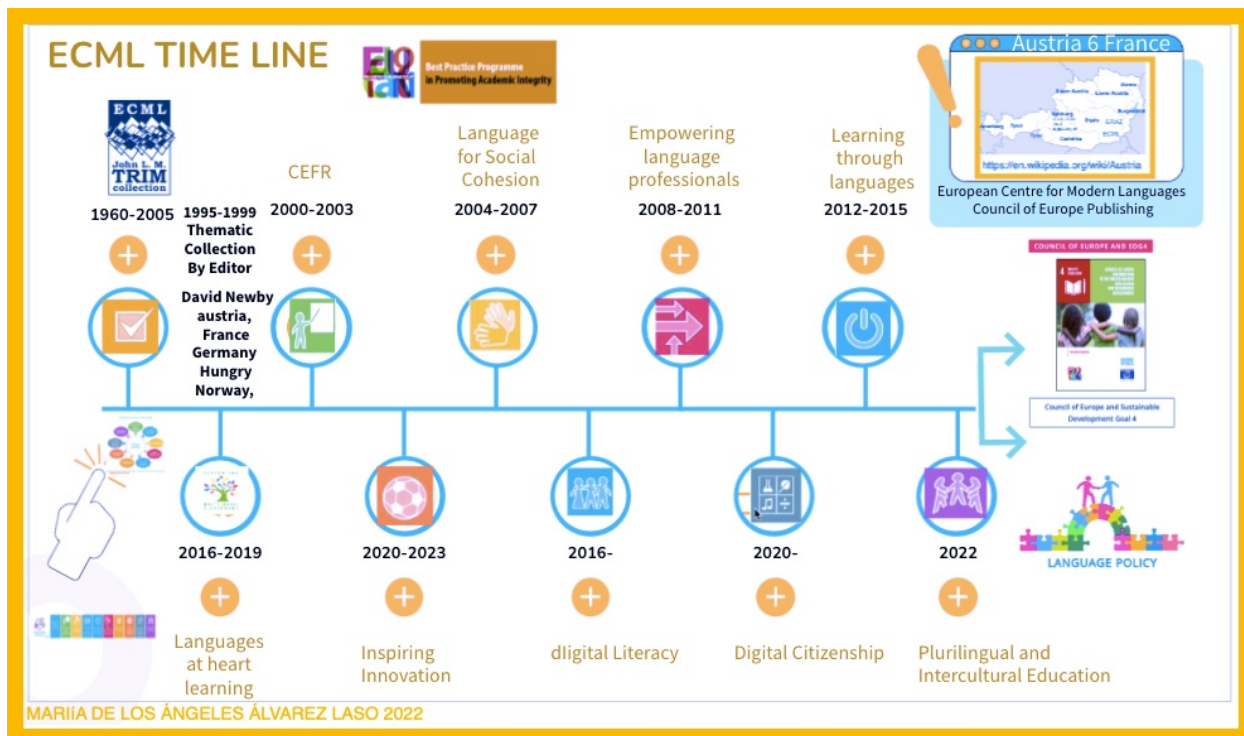
Fig 9. ECML Timeline

We can see that the TRIM collection (1960-2005)[37] has been the main resource for ECML.

The Trim collection is a Universal Curriculum resource for Intercultural Communication Studies.

> "Mr. Trim donated his personal collection of books and documents relating to his life's work on languages to the documentation and resource center of the European Centre for Modern Languages (ECML) in 2004. He personally inaugurated the collection, on 16 September 2005 during celebrations for the ECML's 10th Anniversary" (ECML, 2005).

John Trim was an expert in the field of phonetics, linguistics, language didactics and policy. He was director of the Council of Europe's Modern Languages Projects from 1971 to 1997, overseeing developments ranging from the Threshold Level to the Common European Framework of Reference (ECML, 2022). The hypothesis is that in order to learn a second or third language, students need to have "certain minimum `Threshold" (Teemant, A. & Pinnengar, S.E. 2019) .

Fig. 10 Threshold level criteria and The common European Framework of Reference.

The TRIM collection language heritage ECML initiated an archive with books and resources, which has helped to develop 6 programs for nine themes, all interconnected to research, develop innovative methodologies and support the learning language cycle within the Language Teacher Ecosystem in Global Europe.

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[37] https://www.ecml.at/Resources/TheJohnTrimCollection/Documentcollection/tabid/4220/language/en-GB/Default.aspx

2.1.1.2. Council of Europe Language Policy Portal: CEFR Plurilingual and Intercultural.

The importance of the language heritage, themes, and programs is related to the cooperation agreement between ECML and DG (Education and Culture of the European Commission). Innovation in methodologies for teaching language based on Universal Design and standards for assessing language competency has created a strong network of expertise and cooperation from different Universities. (European Commission: Experts on Literacy, 2012)

On figure #12 we can see one of the cooperation between intercultural communication and language centers in different universities with the aim to support each other language curriculum based on a common aim global citizenship and democratic values. (CIVIS, 2023)

ECML Digital Citizenship	Partenaires associés / Associate partners
	AT - ÖDaF - Austrian association for German as a foreign language/second language
	AT - VUS - Association of University Language Centers and Institutions
LINGUANUM ECOSYSTEM	
LINGU@NUM	BE - CECAFOC - Fédération de l'enseignement secondaire catholique
	BE-CRIPEDIS
Partenariat - Partners	CH - AkDaF - working group German as a foreign language in Switzerland
FR Université de La Réunion	EN - Koblenz University of Applied Sciences
	EN - Dresden University of Technology
	EN - University of Regensburg
	DE - Ruhr University Bochum - Center for Foreign Language Training (ZFA)
IE University of Limerick	DE - University of Paderborn, Center for Language Teaching
AT Universität Salzburg	FI - Jyvakylan Normaalikoulou
	FI - Univ. of Lapland-Language center
	FR-APLV
BE Université Catholique de Louvain	IE - Junior Cycle for Teachers
	IE - Post-Primary Languages Ireland
FI Yväskylan Yliopisto	INT - AKS - Working Group of German Language Centers
	INT - International Federation of French Professors
FR Université de Strasbourg	INT - Federation Internationale des Professeurs de Langues Vivantes
	INT - International Association of German Teachers
	IT - LEND

Fig 11 Cooperation agreement between the European Centre for Modern Languages of the Council of Europe and the DG Education and Culture of the European Commission.

How do we relate not only the program CEFR (the Common European Framework of Reference for Languages), and RELANG (test and examinations) for Supporting Multilingual Classrooms focuses on the linguistic integration of migrant learners in schools across Europe with the teacher's European ECML Expertise team?

The teaching and learning languages online using digital tasks program is called Linguanum, and the main Language Center is at Salzburg University. Not only the center coordinates the Linguanum ecosystem between language centers in other Universities, but also a Meta Ecosystem called CIVIS (**CIVIS** A European Civic University)[38].

We can see that Globalization has created a sense of proportion and space context. The Language Center at Salzburg University is a good example of Social Innovation for Community development. Not only for the ECML ecosystem but also for the European Alliance Pact among Universities. Therefore it is necessary to contextualize which program and theme are needed for a research question. In our case, the Council of Norwegian Language´s Debate, and the need for local resources development the Intercultural and Pluri-literacy ECML Theme with FREPA (2022) resources, will help us to compare possibilities within the global policy Compact. (Grima Antoinette Camilleri, Candelier Michel, Castellotti Véronique, Lőrincz Ildikó, Meißner Franz-Joseph, Molinié Muriel, Noguerol Artur, Pietro Jean-François de, Schröder-Sura Anna 2012)

If we think in this sense of proportion, are their other meta-ecosystems related to Global Cultural policy? yes, the program is from the European Commission, but it does focus on Youth, and our focus is on a long learning cycle for primary school children inclusion. (European Commission, Directorate-General for Education, Youth, Sport and Culture 2014).
One study that is relevant for us and in Norway is the CLEG program from UIO University this program focus on Curriculum Studies, leadership, and Educational Governance, and also the OECD with the Pisa program for school literacy evaluation on math and language competency. OECD-TALIS 2019). This curriculum is a base for inspiring innovation methodologies for ECML 2022.

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[38] https://civis.eu/en
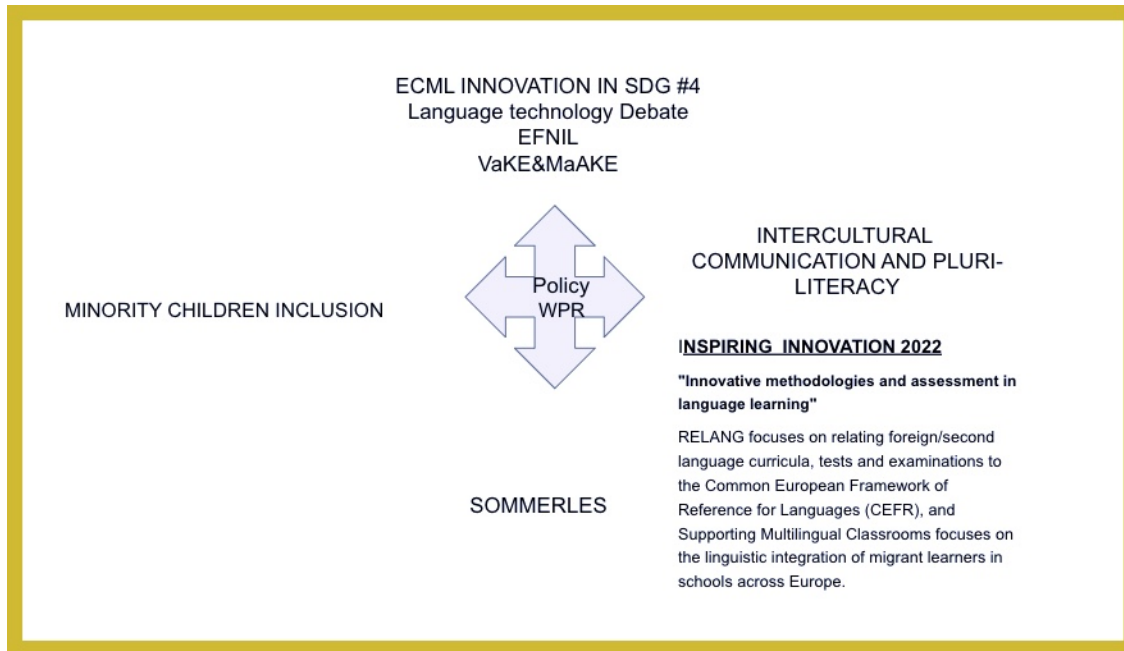
**Fig. 12 Council of Europe Language Policy and its relationship with
ECML-CEFR Plurilingual and Intercultural Education**

In summary, we can see the importance of the Global language policy and Norwegian State, Regional and Local Policy in the European Meta University Ecosystem as CIVIS and with the Intercultural communication and language centers Ecosystem. We have seen that one Language Center, as the one at Salzburg University, leads the Governance that makes possible a collective task in Europe

2.1.1.3. European Federation of National Institutions for Language

We have spoken about the Learning teaching centers and their meta and micro relationships in a language ecosystem such as ECML, but what about the language required in terms of Governance, the Parliament? The education of Translators and interpreters is as relevant as Teachers in terms of language policy for language technologies' key issues. The language debate from the Norwegian Council aims to Parliamentarian solutions that then can impact Education.

The European Federation of National Institutions for language (EFNIL) was founded on 14 October 2003, nine years after the ECML, which was founded in 1994. The EFNIL aims to the member states' institutions of the EU, whose role includes monitoring the official language, its

use, development of language policy, and the forum needed for gathering and publishing information.

Fig 13. European Federation of National Institutions of Language
(Translation and Interpretation)

"The Federation encourages the study of the official European languages and a coordinated approach towards mother-tongue and foreign-language learning, as a means of promoting linguistic and cultural diversity within the European Union". (EFNIL 2022)

ECML and EFNIL common denominator Strategy for Innovation and Research (EC 2020-2024) from the European Council are Common European Framework of Reference for Languages CEFRL 2001 and The Council of Europe's Reference Framework of Competences for Democratic Culture. (Barrett, M. RFCDC, 2020 & Council of Europe RFCDC, 2017, 2020 & Council of Europe CEFRL, 2001). Both have different challenges in terms of the digital transition. The first is in terms of User Experience accelerating design and blended education (onsite and online), and the second is Universal Design Development with priority to local, regional, and State language impact in the Global Identity vs. local heritage.
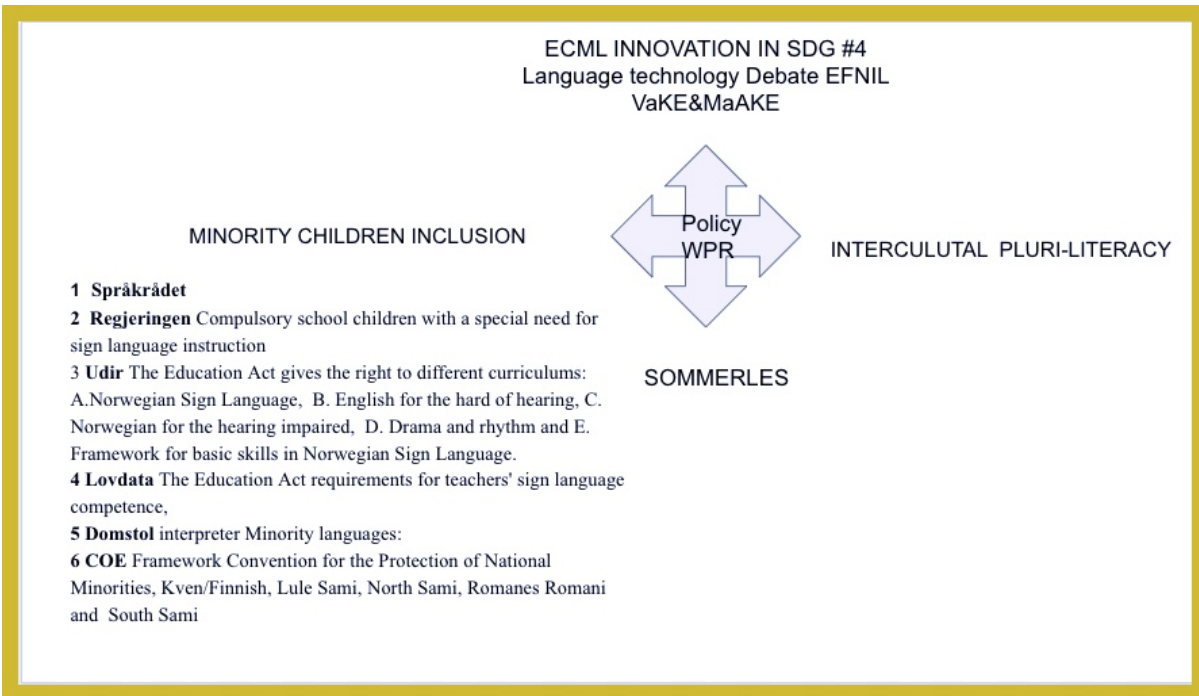
Fig. 14 Council of Europe Language Policy and its relationship with EFNIL-CEFR-RFCDC and Language Technology Issue.

The Language Council of Norway is the main consultative body of the State Regjeringen, The Ministry of Culture, for language key issues. (Språkrådet) established in 2005 and replaced the Norwegian Language Council in 1974. Språkrådet, with the Ministry of Technology and Education, looks for alternatives that prioritize the National language heritage and the protection of National Minorities. The National language debate concerns the Ministry of Education and ICT, the law (Lovdata), and the importance of Domstol as an interpreter for Sami Minority languages about the COE framework convention for the protection of National Minorities.

SPRÅKRÅDET: THE LANGUAGE ACT

The government proposed a new language act in 2021. A separate chapter in the legislative proposal on the Norwegian language in higher education describes the situation for Norwegian professional language and suggests measures. According to the proposal, the government, among other things:

> Consider regulating the institutions' responsibility for subject languages in the Universities and Colleges Act. Review the institutions' language strategies and assess measures Review subsidy schemes for teaching materials in Norwegian, and improve the statistics for language use in higher education. (Kjær V, A 2020)

Språkrådagen during 2022[39], is a Communication Strategy iniciative that cares about the importance of the National language Heritage and its impact on Language technology for the future.

2.1.1.4. The Reference Framework of Competences for Democratic Culture (RFCCD): A policy tool

1 Guidance document for higher education

A reference is a guide that helps us to understand in which direction we should approach a need. RFCD points to Democracy about Culture. some of the competencies are related to ethical concerns based on knowing the policy context, such as responsibility, self-efficacy, tolerance of ambiguity, autonomous learning, analytical and critical thinking, listening, and observing. flexibility and adaptability. All of these competencies help us to be resilient in Intercultural contexts, where values prevail over time. We get to know the context little by little, and values are our light through the path.

Language competencies such as linguistic, communicative, plurilingual, cooperation skills, conflict-resolution skills, knowledge, and critical understanding of language and communication are related to dialogue and the democratic way to communicate with others. Therefore Values and Knowledge, Ethics, and Epistemology are the philosophical contexts for the Reference.

The RFCD is divided into three key issues: Policy Context, which is Process-oriented, content-based methods and approaches using existing curriculum and teaching. And impact of democratic processes in the classroom.

The Competences for Democratic culture are classified as Ethics Research (Values), Social Emotional Competency (Attitudes), Cognitive Competence skills as Critical, Creative, and thinking design skills, and Epistemological research based on knowledge and critical Understanding. Two philosophical fields from FREPA are also the base for VaKE, the model used in this research for debate analysis. The art of dialogical thinking is at the center. Children need an arena to test their democratic capabilities. Schools help them to commit to school-making decisions. Libraries and culture centers are sources of living experiences for the communities.

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[39] https://sprakdagen.plaii.no/

Language technologies can help children to understand each other and learn by doing, with an open attitude based on respect and a sense of a school council within the library or cultural centers. How to implement RFCDC at schools or Cultural Centers? It is important to see how is it implemented in Europe.
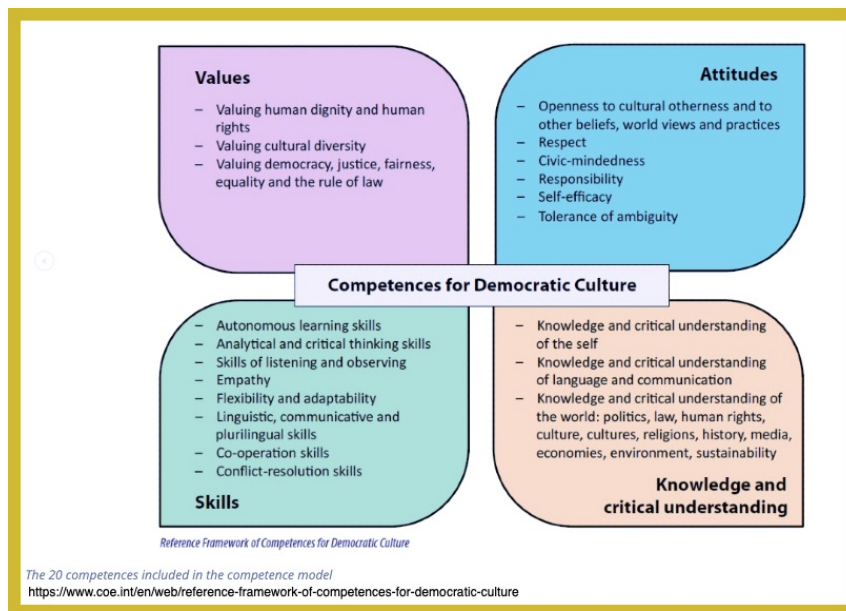
Fig. 15 Council of Europe. (2020) & Barrett, M. (2020).
Reference Framework of competences for democratic culture (RFCDC)

2.1.1.5. Education Policy Advisors Network (EPAN).

How is the RFCDC framework implemented in Europe? The Mayors' Education Policy Advisors Network (EPAN) is a national network of senior municipal staff working with mayors of the nation's 75 largest cities on key issues related to improving educational outcomes for children and youth.

The EPAN Advisors who represent Norway are John Christian Hunt Christiansen, from the Norwegian Directorate for Education and Training. Department for Curriculum Development and Adult Education.

Holmarsdottir. H. Professor /Vice-Dean of Research. Faculty of Education and International Studies. Oslo Metropolitan University (Oslo Met)[40] and Grythaugen, M. Senior Adviser for Norwegian Directorate of Education and training, Department for pre-school and school development.

The Oslo Met team focuses on the Digital Learning Arena, which is related to the National Debate on Language, and the from the Directorate of Education and training, it is possible to follow the importance of OECD research on digital transformation and primary schools impact.

As we can see, the digital transition is related to human rights and the need for dialogue and democracy. The EPAN team is one of the Arenas recognized in Europe for inquiry and analysis of language policies in the context of the New Digital Education European Plan.

The Language National Debate for quality education sustainability in media literacy is related to the need for mapping the Digital Transition Field through the lens of methodological approaches that are key issues of the New Education European Plan.

2.1.2 The New Digital Education European Plan (2021-2027).

We have focused on the importance of Governance and leadership for policy development based on RFCDC and the importance of a methodological approach in the digital transition. We have also analyzed the theoretical frame of reference based on ethics and epistemology. Values are at the core of institutional theories and connected to ideals in organizations or ways of valuing. (Løvaas. 2022)

Knowledge is also a key issue, and to understand the Digital European plan, access to Data and comparative analysis are needed to understand the relationship between Technology and Innovation. Nowadays, the OECD has The Digital Economy Policy Platform (DEPP), which provides internationally comparable information on national digital strategies and digital economy policies in OECD countries and partner economies. (OECD, 2022)[41]

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[40] https://www.oslomet.no/en/about/employee/hallab/
[41] https://stip.oecd.org/stip/

It is possible to choose visualization by National Digital Strategy, which correlates with the National Library Digital Strategy, and by a policy which correlates with the need for new digital resources for the National language debate on inclusion (OECD 2022: STIP Norway)

Therefore the Ministry of Local Government and Modernization is a key area to relate with the Digital Education Act Plan in Norway. In Norway, the highest policy priority, according to IECD DEPP, is[42] to develop secure technological infrastructure.
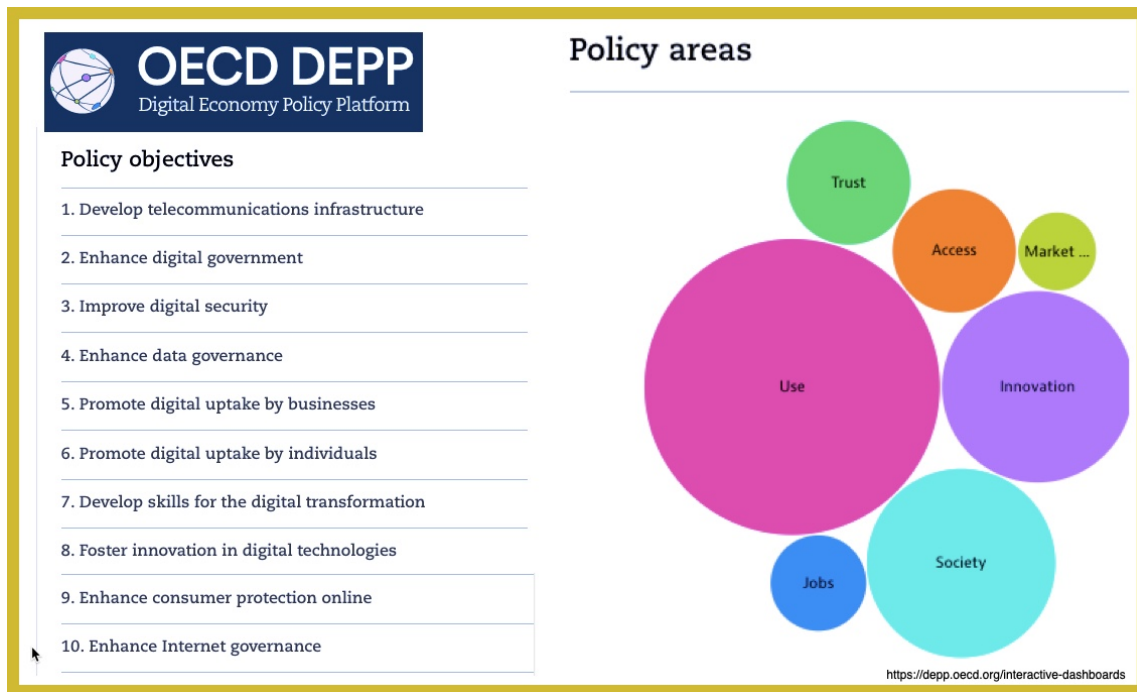
Fig. 16 DEEP-OECD Interactive Dashboard for policy Analysis the Case of Norway Policy Objectives.

If we compare the Norwegian Priorities for its Digital Economy Strategy, we can see the need first to develop a secure telecommunication infrastructure to enhance digital and data governance, before than sharing information policy with the European Hub. First, Self-Governance and then Trans-Governance is a priority for Norway. Language Technology developed for Self- Governance and Understanding is needed before Media and Literacy based on Global resources. Therefore a High-performance skill ecosystem is needed to design the future of the digital transition. A sustainable future depends on starting with the children and co-design with

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[42] https://depp.oecd.org/interactive-dashboards

them their democratic paths that warranty mutual understanding based on values, knowledge, attitudes, and skills. So we can see how the policy leads into the digital plan, not the other way around. The human person is at the center of the digital design plan. However, the transition is fast, and the digital plan needs to be reviewed often.

Fig 17 Digital Education Plan for Europe

To foster a high-performing digital education ecosystem it is needed to enhance digital skills and competences for the digital era. The European Plan is also part of the Language Council but the main focus is to develop infrastructure first. The Digital European Plan Focus on the Use and the Norwegian Digital Plan Focus on Infrastructure and Security.

Fig 18 Digital Education Plan for Europe (Digieduhack 2022)[43]

Before strengthening cooperation, Norway aims to strengthen its internal Ecosystem (Digdir 2022). Once Norway develops its social innovation infrastructure then will share it in a safe context.

2.1.2.1 Policies on MIL and Intercultural Dialogue.

We have reviewed the policy tendencies in the European and OECD priorities for digital transition. What is happening at the International level, not only in Continental Europe?

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[43] https://digieduhack.com/en/stories-insights/digieduhack-101-5-steps-to-transition-from-offline-to-online

Let's think in UNESCO digital plan in order to warranty access to all with focus on Media Information and Literacy and literacy for life.

> "To be able to use content, including information for the good of society and to support global SDGs is a key purpose of MIL. Promoting media and literate citizens relates to all the SDGs, including achieving the target (16.10) of ensuring public access to information and fundamental freedoms" (UNESCO).[44]

Lifelong learning for Quality Education and Media Information Literacy are the trails that ensure sustainability in the digital transition.

The Era of Migration brings an important key issue for policies in digital transition[45]. Innovation in access to mobile technology, flexible telecentres, and secure personal data for Intercultural communication is an international priority. Media and Information Literate Citizens on mobility is also a key issue in the National Reading Strategy. Children have access to the source where they are and can download electronic books on their iPhones.

We can see that the European digital plan focuses on the exchange of good practices, The OECD Norwegian priority in terms of Policies focuses on Infrastructure and Security, and UNESCO on access to all and responsible content development. The three assume the use of language technology.

If we think about the Learning language Cycle (To Read, Listen, Write, and Talk), we can see that Norway focuses on strengthening its context infrastructure and preparing a secure sustainable path in the transition.

UNESCO focus on Language Skills and accessibility to all, and the European Plan focus on Digital Literacies among the Council of Europe and the Member States. Therefore we need to think holistically in our policy language debate analysis. It is a complex issue with several paths. We need a sense of global vs. State proportion. Modelling MIL governance is a resource for a secure technological infrastructure.

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[44] https://www.unesco.org/en/articles/media-and-information-literate-citizens-think-critically-click-wisely
[45] https://www.migrationinstitute.org/publications/the-gravity-of-high-skilled-migration-policies

What is clear from now is the Norwegian tendency to develop their own resources to secure internal diversity for official languages, without forgetting to include multilingualism and a pluri-literacy approach. (Doetjes Gerard, Gareis Marita, Haslinger Ulrike, Pochon-Berger Evelyne 2015)

Figure 1: Modelling MIL governance

Source: Frau-Meigs, Velez and Flores 2017

They suggest that the public sector can take three different stances: a developing stance, a delegating stance or a disengaging stance. In the developing stance, the policy framework is strong, and the state is a driver of co-ordination and implementation. In the delegating stance, the policy framework is moderate, and the state is a supporter of other stakeholders (mostly civic sector, NGOs, etc.) that deal with the implementation of activities (with limited funding). In the disengaging stance, the policy framework is limited, and the state is a laggard, leaving most non-public actors to their own initiatives.

https://rm.coe.int/prems-187117-gbr-2511-digital-citizenship-literature-review-8432-web-1/168077bc6a

Fig 19. MIL (Media and Information Literacy)

In summary, we can see that the Sustainable Development Goals in terms of Quality Education in Media literacy are present in UNESCO, and OECD policy objectives in Norway. UNESCO with a Delegating Stance for including all in its strategy, OECD the importance of development stance and, in the case of Norway, developing an internal infrastructure based on telecommunications. All agree on quality education in literacy as a priority aim.

2.1.2.2. Minister of local government and regional development

We have seen the importance of UNESCO and OECD's mutual support for cross-cutting cooperation goals as the achievement of Sustainable Development Goals for Quality Education and their priorities in terms of Media and Information Literacy.

In Norway, the Minister of local government and regional development is responsible for managing the administrative, geodata, regional and rural, IT, Sami, and national minorities policies. The Evaluation of the Norwegian Centres of Excellence funding scheme from the research council of Norway supports innovation for policy management.

In Norway, there is a need for a coordinated interaction of sector-wide measures to safeguard children's best interests in the digital media reality. The Media Harm Committee does not consider new statutory measures as an effective means of action, and the recommendations mainly apply to measures aimed at strengthening the knowledge base, coordination, and communication, for the protection of the Children's life in front, behind, and on the screen against harmful media content. (NOU 2021)

2.1.2.3. Management of Administrative Policy

The management of the administrative language policy has to consider the fact that children may be in a migration process, and it is important to think of migration as a favorable decision for development and if the welfare of the family is at risk.

The social-scientific and political discourses are often closely linked, and this can have negative consequences both for the advancement of knowledge and for policy development. Bennett, J. M.proposes an alternative view of human mobility as a normal part of social transformation processes. Migrating in search of better opportunities and greater human security is a way in which people can exercise agency to improve their livelihoods. Embedding migration studies in an analysis of contemporary social transformation processes can help overcome the frequent separation between migration research and mainstream social theory and may contribute to improved international cooperation in the migration field. (Castles, 2009 & Bennett, J. M. 2012).

Recently, the Ministry of Education announced that the government's new digitization strategy for primary education would include a plan for digitization in primary schools (nrk.no, 01.09.2022)[46].

This decision is related to the National Language Debate and the need to synchronize media information literacy in the curriculum with a focus on digital tools to improve language competencies.

2.1.2.4. ECML and OECD

The digital transition has transformed society (Vihalemm, P., Masso, A., & Opermann, S. (Eds), 2018), it is necessary to reinvent new reference frameworks in the implementation of educational policies. (Viennet, R. and B. Pont 2017) The OECD has published a proposal based on a literature review and also ECML has relevant recommendations for 2022 ((Recommendation CM/Rec 2022)[47]

Breslin, S. Executive Director, ECML explains that the Council of Europe has a rational recommendation's, and why the tool has been developed and think about the importance of ownership. The recommendation to Member States and implication fulfillment the development and implementation is essential.

A brief overview of the instruction action and function will help us to get our heads around it. It is important to see the National Context and implementation of the recommendation as a democratic framework focusing on action and tools.

First, she explains that the Council of Europe is the leading Human Rights organization and the intergovernmental and political organization of 46 member states and 70,000,000 people. All members have signed the convention of human rights, and the development of this convention and charter. In addition, the council develops recommendations; the idea is that the member states commit to the implementation.

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[46] https://www.nrk.no/norge/bekymret-for-digitaliseringen-av-skolen_-_-erna-manglet-en-plan-1.16077551
[47] https://www.youtube.com/watch?v=u7b_e4h6ps0

The council works through cooperation and capacity building for the states. The recommendation exemplifies a multilateral approach to cooperation. The EU has 26 states. Every member is first a member of The Council of Europe. The Strategy partnership of ECML 2013 has been working with the European Commission. It is a recommendation for 46 countries, and Norway is one of them.

The Council is the decision making body of EU, February 2nd 2022 adopted a new recommendation on the field of language education. All Foreign Ministers endorse the recommendation and commit to the implementation. The recommendation is a response to a challenge. The recommendation is about the importance of plurilingual and future culture education.

It is a complex construct used for many years before, and one of the fundamental points is that it is needed to rethink all aspects of language education, not only in Schools but in Universities, Informal languages, and jobs. Different levels include policy, management, and community approaches to classroom teaching practices. Not only language classes but wide across the curriculum. All these aspects of this construct are reflected in the recommendation.

Fig. 20 Structure of the Council of Europe Recommendations for Intercultural Education and Pluri-literacy

The challenge is the attendance of public society, and if one additional language is enough, as long as the language is English, the promotion of English, however important, is it needs the promotion of another language. The second challenge is the importance of minority languages.

The recommendation is that Intercultural and Pluralities' are concerned with democracy and highlight the importance of human rights to collective citizen global participation.

2.1.3. The Norwegian Ministry of Culture.

We have focused on the Intercultural Communication Field concerning Minority children's inclusion in relationships with ECML, EFNIL, and UNESCO to understand the context of the Global European Language Policy and its relationship with the Norwegian Language police. The Norwegian Language Policy's key issue is Language Technology as a Cultural Affair, and it is the Ministry of Culture the one which leads its Responsible Management.

The Government report on Digital Transformation and development policy is a priority in language policy and innovation. (Regjeringen Meld. St. 11, 2019–2020) one year after the

Norwegian Council of Cultural Schools published the Knowledge-Based evaluation of the guidance scheme. (Kulturskoleråd 2021) The first document focused on the key issue around innovation and policy development, and the second on the intercultural actions needed for Diversity and immersion, as a key issue for the cultural school Council guidance, in cultural school development, and member municipalities.

These reports help us to know the cultural context and its relationship with member municipalities in Norway. In order to simplify the importance of the relationship among members states in Europe, and the relationship among member municipalities in Norway, it is recommendable to search the ECML-Compass, which is a cultural policy database for members states with focus on State´s culture, policy and trends. This database helps us to search Norway by policy category and around our main topic on SDG Quality Education and language literacy. The idea is to concentrate on "Digital policy and developments in Norway" to understand the importance that the Language Debate has for the lack of data on the SDG Global Index.

The Ministry of Culture affairs is where The National Library Strategy, the National Reading Campaign, and the Council of Language meet. Therefore it is a priority to reflect on the key issue of ECML Resources as the Compass database and its relationship with policy information and comparative policy studies.
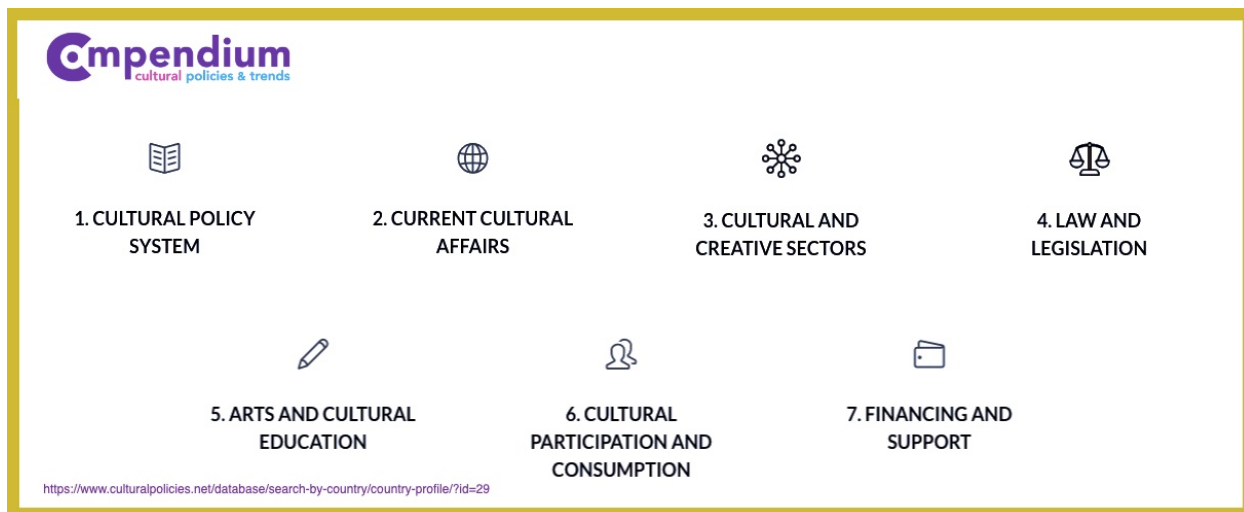
Fig. 21 ECML Compendium of cultural policies and trends in Europe

"Initiated by the Council of Europe and the European Institute for Comparative Cultural Research (ERICarts), the Compendium is a web-based and permanently updated information and monitoring system of national cultural policies in Europe. Information is provided for 42 countries – Quick Facts, Cultural Policy Profiles, Compendium Grid in 26 national languages, and Profiles of National Experts. Transversal themes focus on Cultural access & participation, Cultural rights and ethics, Cultural diversity, Intercultural dialogue (including the Intercultural Cities Index), Status of artists, International cultural cooperation and mobility". (ECML. Resources, 2022)

Seven sections provide reports on national cultural policies and trends related to this research topic.

Fig. 22 Language Policy Trends related to SDG Quality Education on literacy and NL Strategy[48]

The Agenda 2030 for Sustainability in Libraries on Quality Education connects digital resources to research activities (Cologna library, 2022). Collective actions are needed to compare research on global perspectives and inform UNESCO's SDG # 4 Agenda (Tatto 2021). Libraries at European Universities and International Bodies such as UNESCO share digital resources in an open era. To Edwards J.B. (2018), These actions are vital assets, and libraries become partners for Community Development. The digital transition brings us together in an open-space worldview.

How to find a sense of opportunity for all minority children if their language is not the language of open source? How does the National Library Strategy deals with this challenge? Is the National Reading Campaign a good example of the solution for the National Debate on language? Is it needed to create a National Reading and Writing campaign in base of comparative policy analysis for the learning life cycle in primary school at least? Are these some of the reason why there is no information at the SDG #4 Literacy Index?

All this questions have a common denominator and it is the way that language policies are related with the National Challenges in a digital transition and the SDG Index report for 2021 and 2022. The Ministry of Culture and Inclusion, and its relationship with the Ministry of Education and ICT, is our focus point in the relationship of the key issue of the learning life cycle during primary school: Innovation, Language Technology for children's rights, Intercultural Communication on pluriliteracy and the National Reading campaign. In the next figure, we can see the importance of the Ecosystem proportion, from the Local, Regional, State, and Parliament level, with interest organizations and trade unions. It is a future priority that concerns us all for an open worldview.

Expert bodies/arm's length organisations	Administrative level	Political-elected level	Interest organisations/ trade unions

State level

-Arts Council Norway
- Government Grants and Guaranteed Income for Artists
-Norwegian Film Fund
-Norwegian Film Institute
-The Norwegian Language Council
- The National Council for Folk Costume
-The Norwegian Institute of Local History
-Norwegian Film Development, the National Archives of Norway
-The National Library of Norway
-The National Foundation for Art in Public Buildings
-Museum of Archaeology – Stavanger
-Rikskonsertene (The Norwegian Concert Institute)
-Norwegian Media Authority
-The Norwegian Gaming and Foundation Authority

Government – Minister of Culture

Ministry of Culture

Ministry of Environment, Ministry of Education and Research, Ministry of Foreign Affairs and other ministries

Parliament (the Storting)

The Standing Committee on Family and Cultural Affairs

-Norwegian Actors' Equity Association
-The National Association for Performing Arts
-Norwegian Association of Visual Artists
-The Norwegian Association of Arts and Crafts
-Norwegian Authors' Union
- Norwegian Film Workers' Association
-Norwegian Playwrights' Association
-Norwegian Association of Literary Translators
-Norwegian Society of Composers
-Recording Artists' Association

Regional level

County Administration

County Council

Culture Unit (often together with regional development)

Culture committees, separate for culture or integrated with other areas

Local level

Municipality Administration

Municipality Council

Culture Unit, often together with business, education, etc.

Culture committees, separate for culture or integrated with other areas

European Council Compas

Fig. 23 Ministry of Culture Ecosystem Norway
Selection of Norwegian NGOs, umbrella organizations, and advocacy groups 2016.
(Compendium cultural policies, 2016)[49] INCP Ottawa Canada

Norwegian Cultural Policy System [50]

The cultural system in Norway is based on the idea that culture should be at the center of social development. National, Regional, and Local authorities and non-governmental institutions are responsible for developing cultural policies.

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[49] https://www.culturalpolicies.net/database/search-by-country/country-profile/category/?id=29&g1=1
[50] https://uia.org/s/or/en/1100061332

The National cultural centers and the school libraries are connected in the Cultural Policies. Activities like cultural heritage, visual and performing arts, libraries, and audiovisuals are connected to the community's well-being.

The International Network on Cultural Policy (INCP) is a group of 60 cultural ministries aiming to develop strategies to promote cultural diversity. Norway is one of the INCP members. INCP is the digital designer of "The Compass Culture Policy and Trends."

The Nordic countries have similar cultural policies, both centralized and decentralized. The centralized basis is provided by the state, and the implementation is delegated to local and regional authorities. The National and municipal levels are central to the responsible management of cultural expenditures, with a secondary role at the regional level. The difference depends on the priorities.

The INCP has designed a System for Cultural, policies, and trends for comparative analysis with seven categories for each State Member: 1. Cultural Policy System 2. Current Cultural Affairs, 3, Cultural and Creative Sectors, Law and Legislation, 4 Arts and Intercultural Education, 6. Cultural Participation and Consumption and 7 Financing support. Norway has been a member of the INCP since 1999 and has been active in the working group on Cultural Diversity and Globalization that elaborated the framework and scope of a cultural diversity instrument, which has been developed and is now carried out by UNESCO. (Compendium, 1.4.2 European International actors program)

Each member state will participate in implementing the Council Recommendations for Intercultural and Pluri-literacy construct to the Policy System. Therefore we will see some changes in the next years within the European Council, for example, the edition of each category in their own country language, and the possibility of translating with digital language tools, from the State Member language to another State Member Language, based on Pluri-literacy and the use of digital media.

The Parliament, Government, and Ministries at the State level are responsible for the decision-making process for the Compendium. Therefore the main cultural framework of cultural policy is determined by the Storing (the Parliament). The Ministry of Culture is responsible for legal, financial, and organizational applied order to warranty the political goals for the cultural agenda through the National budget.

The Ministry of Culture and the Ministry of Finance are responsible for the budget, and only the Ministry of Culture is responsible for cultural heritage as museums, archives, and libraries. "Each year, the Storting provides an overall allocation to the *Cultural Fund,"* administered by Arts Council Norway as one of its principal tasks. In addition, the Arts Council acts in an advisory capacity to the central government and public sector on cultural affairs, as well as organizing experimental cultural activities in areas the Council considers to be of particular interest.

In e.g., museum affairs, the Arts Council holds responsibility for the development of museums involving allocating special grants for projects of museum development even though museums are directly funded by the Ministry of Culture". (Compendium 2018, 1.1)

Libraries: Public libraries in Norway are owned and financed by municipalities. The state-funded National Library is responsible for the general development of 715 libraries.
Therefore Sommeles is promoted in this public system during the summer with the presence of the campaign and the blended model (Onsite and Online). Where all children can participate in the public sector. (Compendium, 1.2.3 Data on selected public and private cultural institutions)

The national campaign can be presented in a bookshop or in a cultural center; thanks to the National Library Reading strategy, the child can visit any library in Norway as an onsite experience and can connect himself only to one digital library as an online resource.

Interdisciplinary: Most cities hold a culture house primarily owned and financed by the municipality. Such culture houses may include a cinema and one or several stages for performing arts, art galleries, libraries, or sports venues. In recent years many such houses have been built. (National budget 2015 (Prop. 1 S (2014–2015).

The National Library of Norway holds an independent position as an advisory body in the library field. It is Responsible for coordinating the National Reading Campaign: Sommerles, and the ecosystem developed with the National Library, library Network, and NGO as Snuti AS.
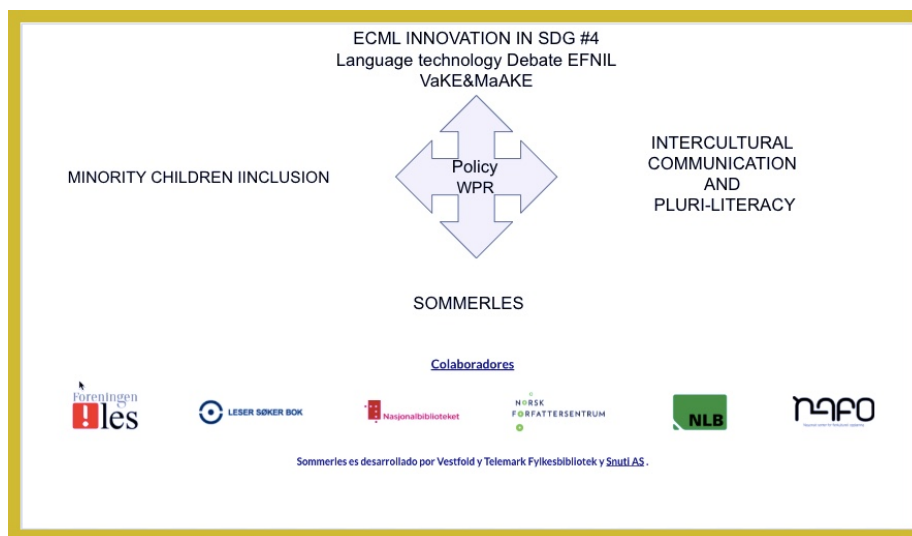
Fig. 24 Sommerles Ecosystem based on DIGDIR Management System for Government, Ministries and KS

Other expert body   such as *The Language Council of Norway* hold administrative, advisory, coordinative and development responsibilities in their own fields. (Compendium, National Authorities 1.2.2)

The Norwegian Digitalisation Agency is since 2020 the Norwegian government's tool for faster and more coordinated digitalization of the Norwegian public sector through the Digdir model[51]. (Compendium, digital policy, and development, 2.4)

2.1.3.1.The Language Council of Norway (*Språkrådet*)

The Language Council of Norway is the consultative body of the Norwegian state on language issues. It was established in 2005. The main goal is to strengthen the use of Norwegian

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[51] https://www.digdir.no/digital-samhandling/felles-okosystem/2395#modell

in all areas of society. A comprehensive language act entered into force on 1 January 2022. (Språkrådet 2022)

Language Act[52]

On 1 January 2022, the Language (Language Act) Act came into force. The Language Council congratulates all users of Norwegian (Bokmål and Nynorsk), the Sami languages, the Norwegian language, and the national minority languages Kven, Romani, and Romanes on the new language law. The purpose of the Language Act is to strengthen the Norwegian language. Norwegian shall be a common language that enables language users to participate in society and democracy. (Ministry of Culture and Equality LOV-2021-05-21-42, 2022)

Sign language

Norwegian sign language is the national sign language of Norway. As an expression of language and culture, Norwegian sign language is equal in value to Norwegian. (Ministry of Culture and Equality LOV-2021-05-21-42, 2022)

Minority language

Kven, Romani, and Romanes are national minority languages in Norway. As expressions of language and culture, Kven, Romani, and Romanes are equal in value to Norwegian. ((Ministry of Culture and Equality LOV-2021-05-21-42, 2022)

In *språklov*, the Language Council has given guidance on the new language law. The website was opened on 1 January 2022 and contained a lot of information and assistance to those with duties under the law. It is possible to study the law online.

The National Reading Campaign 2022 has included new legal provisions regarding language, and digital storytelling can be read in Bokmål, Nynorsk, and Kven, but is still needed in Romani and Romanes. The child can listen to the text in Bokmal and Nynorsk but still is needed to listen in Romani and Romanes. It is an example of literary heritage and is advancing in law implementation. The challenge remains the language learning cycle. The development of digital competencies in the written language for each official language whose value is similar.

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[52] https://sprakdagen.plaii.no/

2.1.3.2. The new Digital Transformation and Competence Norwegian plan.

The new digital transformation has sped the logic in political communication. The need for an emergency intervention is a priority. A new Media Information Literacy approach is on the political agenda constantly and will be the theoretical approach to political analysis in terms of language. (Klinger, & Svensson, J. 2015).

The network media information logic (MIL) is a new protocol for intercultural communication. The Ministry of Education and Research and The Ministry of Culture have set the agenda. The National Library has answered back to the challenge through the dissemination skills in public libraries. It is training librarians and the public to be prepared for the challenge. (Formidlingskompetanse I folkebibliotek plan, FIF). Both Ministries, through The National Library Strategy " A space for democracy and self-cultivation," has called for different initiatives to collaborate with the proposal to create a network for the support and exchange of innovative proposals. Public Enlightenment, in sync with public self-cultivation, is a democratic response. Participation is by all for all. Three are the priority areas: Dissemination, Cooperation and development, and Infrastructure.

Not only has the government answered back to the MIL challenge, but also the Business sector launched in August 2020, the NHO´s roadmap for the future of business with the importance of accessing expertise and accelerating learning. (NHOs Veikart for fremtidens næringsliv, 2022).

Universities have also foreseen the change as the University College in Southeast Norway/Center for social entrepreneurship and co-creative social innovation (Sesame). They published the Handbook on local co-creative social innovation. (Kobro, Lars U. red. 2018)

Norway has had sustainable participation in innovation with ECML. We can see that researchers from different Universities have participated with the theme of intercultural communication, and Media Information Literacy (MIL). It is therefore important to stress that based on our study. The analysis of language policies based on social innovations can

simultaneously include Norway's participation in the European Council not only on the level of the new law but also on the level of the European linguistic ecosystem.

We can see that in the same period, 2020-2023 of the National Reading Strategy, the European Council, through ECML, convenes an inspiring co-design and co-participation program which is called "Inspiring innovation in language education: changing contexts, evolving competencies:

> Lindemann, B., University in Tromsø. Team member of the project: "CLIL in languages other than English – Successful transitions across educational stages." Moe, E., University of Bergen, Institute for Foreign Languages. ECML Training and consultancy: "Language of schooling in subject education" (team member). Speitz, H., University College of South-Eastern Norway. Associate partner of the project: "CLIL in languages other than English – Successful transitions across educational stages." Thandabani Rønning, S., Østfold University College. ECML project: "CLIL in languages other than English – Successful transitions across educational stages", Network meeting 8-9 June 2021).

Another network related to the inspiring innovation in language education is from Oslo Met and Oslo University: ECML project: "Mediation in teaching, learning, and assessment" (workshop 18-19 May 2021). Tsagari, D., Oslo Metropolitan University. ECML project: "Mediation in teaching, learning, and assessment" (network meeting 9-10 November 2020). Thue Vold, E,. University of Oslo, Department of Teacher Education and School Research. ECML Project: "CEFR Companion Volume implementation toolbox" (workshop 14-15 September 2021), participant's report.
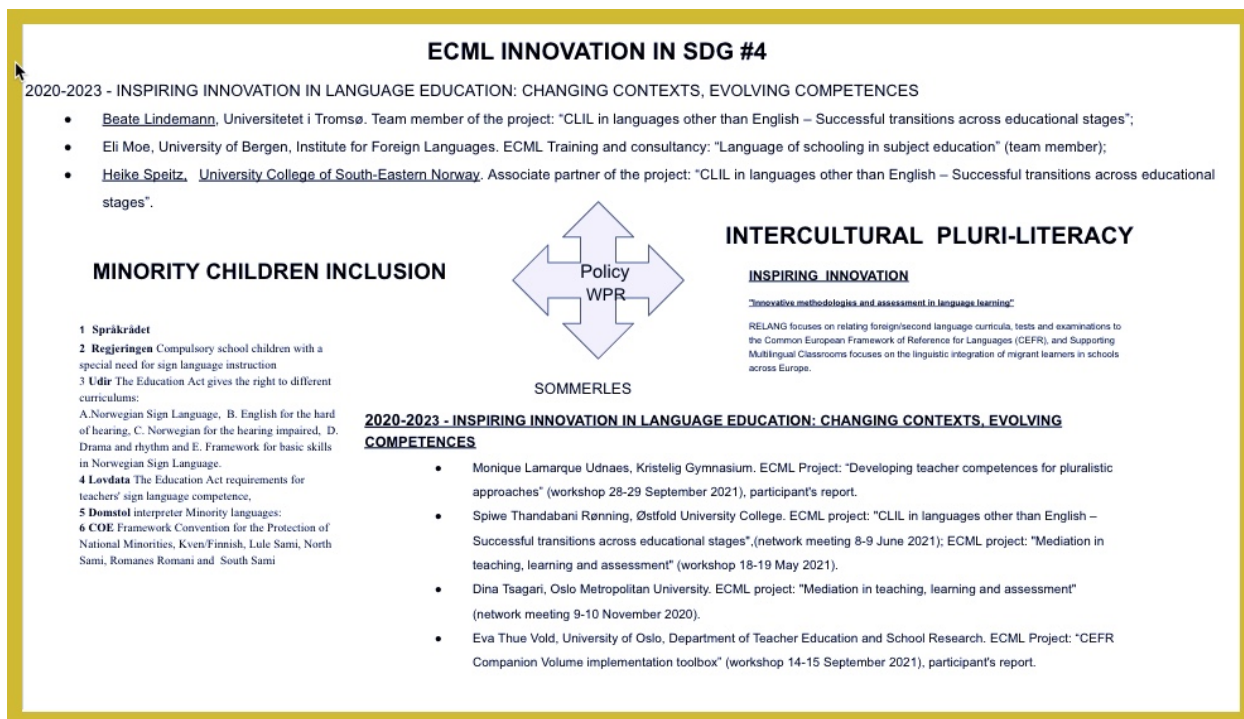
Fig. 25 Relationship between "The life learning cycle for primary school" main key issue, and four related key issues: Innovation, Minority Children Inclusion through Technology language, and Sommerles. 2020-2023

2.1.3.3. Language policy and National Library Strategy

The National Strategy for Libraries in Norway[53] has three priorities dissemination, cooperation, development and infrastructure. The Government objectives' are different in scale and aim to the same goal, answer back to the speed challenge in the digital transition, Public, special and research libraries, projects in the development of school libraries and National services needs to incorporate relevant digital content based on research data and metadata. This Strategy aims to MIL Skills development. (National strategy for libraries 2020–2023 & Statistics Norway, Research library 2022).

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[53] https://www.regjeringen.no/en/dokumenter/national-strategy-for-libraries-2020-2023---a-space-for-democracy-and-self-cultivation/id2667015/the Ministry of Education and ...") National strategy for libraries 2020–2023. 1-36 (36 p)

We can see the strategic sense[54] not only at state and national level but in sync with the European vision[55]. (European Education Area Quality education and training for all 2022 & E-Government Switzerland. 2020-2023).

Fig 26. Norwegian National strategy for libraries 2020–2023 European in Sync.

The Norwegian Language and COE Language policy program

The purpose of the Language Act is to strengthen the Norwegian language. Norwegian shall be a common language that enables the language users to participate in society and democracy. Sign and Minority languages as Kven, Romani and Romanes are national minority languages in Norway. As expressions of language and culture, Kven, Romani and Romanes are equal in value to Norwegian.((Ministry of Culture and Equality LOV-2021-05-21-42, 2022)

The EU Language Policy sets out a holistic vision[56] which highlights the range of resources developed by the Language Policy Program and the European Centre of Modern language (ECML). Why is it relevant to compare the EU language and the Norwegian Language Policy for

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[54] https://www.egovernment.ch/files/1615/8106/4197/E-Government-Strategie-Schweiz-2020-2023_E.pdf

[55] https://education.ec.europa.eu/document/commission-communication-on-a-european-strategy-for-universities

[56] Recommendation CM/Rec(2022)1of the Committee of Ministers to member States
on the importance of plurilingual and intercultural education for democratic culture

children's intercultural inclusion through literacy? Both policies enable language users to participate in society and democracy as responsible citizens. Both use the Framework Convention for the Protection of National Minorities (ETS No. 157 & Ministry of Culture and Equality LOV-2021-05-21-42, 2022) and the European Charter for Regional or Minority Languages (ETS No. 148 & Ministry of Culture and Equality LOV-2021-05-21-42, 2022) and the United Nations Convention on the Rights of the Child.

Common action in the Fields of education and culture is a priority for the Committee of Ministers according to Article 15. *b* of the Statute of the Council of Europe and also for the Norwegian Language Policy with the active participation of the Ministry of Culture and equal affairs. Freedoms (ETS No. 5) and its protocols, and this right shall be fully respected, protected, and exercised.

Considering that the aim of the European Cultural Convention (ETS No. 18) is to develop mutual understanding among the peoples of Europe and reciprocal appreciation of their cultural diversity, to safeguard European culture, to promote national contributions to Europe's common cultural heritage, respect the same fundamental values and to encourage in particular the study of the languages, history, and civilization of the parties to the convention.

Having regard to the obligations and commitments undertaken in conformity with other relevant international and European conventions, more specifically, the revised European Social Charter (ETS No. 163), the Framework Convention for the Protection of National Minorities (ETS No. 157), the European Charter for Regional or Minority Languages (ETS No. 148) and the United Nations Convention on the Rights of the Child;

2.1.3.3.1 The National Reading Digital Campaign: *Sommerles* and National collaborators.

Sommerles[57] is a national digital reading campaign leaded by Vestfold county in 2014 and it is organized by the public libraries in Norway. Sommerles has become an opportunity for inclusion for many children by using narrative and game fields approaches. It is free and for primary school children in Norway. The digital story is deep and has relevant heritage sites, and

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[57] https://www.vtfk.no/meny/tjenester/kultur/fylkesbibliotek/prosjekter--tjenester/sommerles/

is developed with a deep understanding of the cultural policy of the canon of Norwegian Literature. It can be compared with National icons in education (Bom, & Schaffalitzky de Muckadell, C, 2021) because of its versatility and way of collecting social understanding of the future challenges in terms of both digital and climate change. Reading with children during the reading the digital campaign is an adventure that adults should take advantage of.

Sommerles is free for children in Schools in Norway (Hareide, Tveter, E., & Lied, S. I. 2020). On the website (sommerles.no), the children read the story from Mari Moen Holsve (Holsve, M. 2020, 2021. 2022), and follow an instruction reading strategy that consists of a behavioral-oriented approach. They collect their reading experience through tasks connected to the reading and earn digital trophies through XP points. In 2021, more than 130,000 children took part in Sommerles nationwide.

The children have a user account protected by altom.sommerles.no and have to have the signature of an adult to care about the child's digital rights. The website is open for three months, from June to the end of July. As data protection, when they sign up, they will ask for a guardian's email and agreed consent to join the campaign. Ethics and good practice are essential to Sommerles by following the GDPR and the European Commission cybersecurity for digital agenda.

Sommerles (Wood, J. D. M., Mauffette-Leenders, L. A., Erskine, J. A., & Leenders, M. R., 2010, 2011 and 2018) participates with other reading supports as Leser søker bok, Foreningen, les and Norsk lyd and blindeskrift bibliotek and other NGOs in language competency.
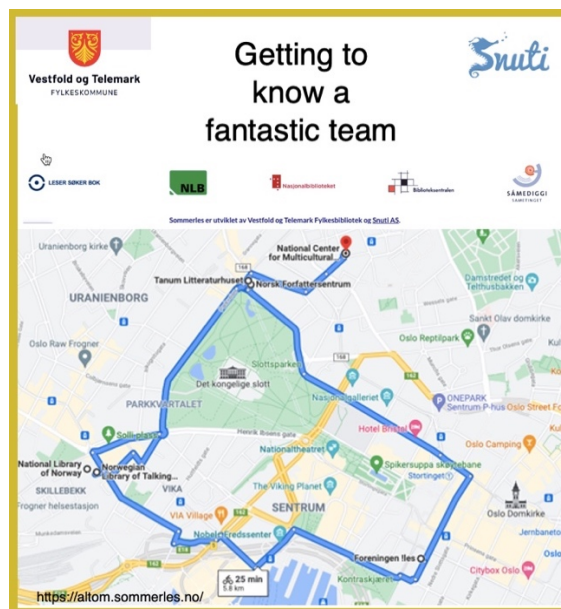
Fig. 27 Getting to know Sommerles Team

2.1.3.3.2. Minority Children Intercultural Education and language competence

How is Sommerles relevant to Intercultural Education and Communication Competency? An interculturally oriented person means someone that has the emotional sensitivity, empathy, skills (f.e. communication skills), abilities (f.e. knowledge of the foreign language), and preparedness (f.ex. cultural awareness and understanding of the other) to participate in challenges intercultural contexts. (Salo-Lee, L. 2006).

Salo Lee focuses on challenges; Intercultural competency during digital transition is a challenge for all of us. Technology evolves, time speed is simultaneous with other countries, and our "Developing every individual's language repertoire and cultural identities and highlighting the social value of linguistic and cultural diversity lies at the core of ECML work." (ECML Recommendation, 2022) Plurilingual education embraces all language learning, e.g., home language/s, language/s of schooling, foreign languages, and regional and minority languages. Intercultural learning supports the personal growth of learners and enhances social cohesion.

The human capacity to integrate so many stimuli and information is a challenge in itself for each person. Especially for migrant families, who struggle day by day to survive. The challenge

of a child with a stable home is not the same for families with high stress due to family mobility, climate change, work, war, or other circumstances.

Sommerles represents a stress-free, creative, safe, and innovative environment that helps children feel part of an onsite National context and Universal digital context within an open worldview.

Helset, Tried to answer how things are going with the Norwegian immigrant population, he aimed to explore the differences between immigrants' and natives' intergenerational income mobility. He is sensitive to income measures. His results show that immigrants generally have higher mobility than natives, income inequality, and not only intercultural challenge but also economical ones. (Helset. 2019)

The fact that *Sommeles* is a free resource and accessible opens the door to open sources and hope for a possible future, free from economic pressure for many families and children on the move.

2.1.4 IFLA International Federation of Library Associations and Institutions.

In chapter two, we have reviewed the importance of the SDGs in educational quality and literacy in Norway at the level of the ecosystem of libraries and cultural centers. We have seen the importance of the relationship of language policy at the national level and in Europe.

Focusing on The International Federation Library Association and Institutions (IFLA) will help us to conclude this chapter with the importance of global dynamism for quality education and literacy. Sommerles Ecosystem has an International impact, and it is recognized in Norway and in the International Intercultural context as well (Systad, J. (2019)).

Valtysson defines the central challenge for contemporary digital cultural policy as one of "convergence": "regulatory and policy convergence, cultural industry convergence, platform convergence, and convergence between modes of production, consumption, and distribution." Velmet. (2022).

IFLA's Mission to inspire, engage, enable and connect the global library field aims to convergence. The Digital Transition is the new network industry relationship. Sustainability for quality education and literacy correlates with the possibility of engaging in data publishing workflows. Sommerles has an impact not only at the libraries connecting people for digital convergence but also impact on researchers and publishing paradigms and funding strategies as the National Library. " It is crucial for all stakeholders to understand the options for data publishing workflows and to be aware of emerging standards and best practices." (RDA/WDS, 2016).

The National Reading Campaign publishing workflow landscape it is not only a key issue for innovation and quality education. Its data across disciplines is needed for the SDG index on literacy in Norway. IFLA's professional and regional structure, with its publication series, brings together information about other libraries in Norway and their impact. The key issue of innovation in the digital language is one of the main topics on the Advisory Committee on Cultural Heritage. The sense of proportion is related to data convergence in language heritage and human rights.

The National Strategy "will enable the government to develop libraries as visible institutions in municipalities, schools, and learning institutions. The goal is for libraries to introduce new users to literature and reading, facilitate knowledge dissemination and expand digital collections. The government will implement strategic measures that support libraries and librarians in attracting more users, including those who do not visit libraries". (Regjering, Ministry of Culture, 2019) The call for convergence and visibility is a starting point to document quality education for literacy in Norway. It is a question of democratic participation in the global network of library associations.

3 THEORETICAL FRAMEWORK

3.1 **Theoretical approach**

The Theoretical approach is based on Intercultural Communication in relationship with Philosophical Ethical, Epistemological and Hermeneutical key reflections. From Ethics Levinas reflect that encountering another person is a spontaneous act of responsibility to others "Giving rise to spontaneous acts of responsibility for others, the encounter unfolds, according to Levinas, at a precognitive level, thanks to what he called our embodied "sensibility". (Stanford Encyclopedia of Philosophy & Ferri 2018). The relationship with Ethics and Epistemology is represented for Intercultural Communication Field, with VaKE Model.

"VaKE is a theory-based teaching-learning method, that is based in the idea that the students construct their concepts (moral judgment, knowledge) In their interaction with their social environment". (Weyringer, P, J.-L., Pnevmatikos, D., & Brossard Børhaug, F. 2022). Ethics and Epistemology (Values and Knowledge) reflection in Intercultural Communication is related to Hermeneutics. What does it mean to value and know our intercultural communication if we have different cultural experiences? This is the basic concept of Intercultural communication, how to interpret our common experience? sometimes it is not a question of translation but what does it mean in our life and in relationship with others.

Gadamer´s concerns with the context of philosophical issues as the relationship between language and thinking. (Grondin, & Plant, K. 2014). Our conceptual theoretical frame is based on Intercultural Communication, therefore concepts as Sustainability, Innovation, Language Literacy and Language competencies as reading and understanding are a priority in Quality Education and UN-SDG on Literacy.

Sustainability is one of the principles of quality. If something is sustainable it can be maintained or confirmed over time. The idea is that learning or innovation needs to be transferable, transformative, and long-lasting. Therefore the main key issue on Lifelong Learning Sustainable Literacy is at the Core of the human right for inclusion. ECML resource website (ECML CEFR 2016-2019).

Quality Culture is related to the sense of multidimensional management and integrative leadership approach. It inspires the person to be active to include its point of view, to participate at all levels in the educational process and the lifelong learning cycle.

To conceptualize and operationalize literacy from a lifelong learning perspective means to think Universally to think with a worldwide inclusive dimension. Placing literacy at the heart of quality education, culture and reforms through Cultural policies is our main concern in this research. Lifelong Learning (LLL) means "Learning throughout life".

Lifelong Learning through life (LLL) is our main key issue which connects innovation, Language Technology (Policy Debate), Intercultural Communication based on plurilingual and pluri-literacy Education, and The National Reading Strategy in Norway with *Sommerles* blended example for the language Technology debate. Intercultural means the ability to communicate and interact effectively and appropriately with people of other national, regional or social cultures (Council of Europe, 2009).

To summarize in this chapter we will focus on the importance of Life Long Learning main issue in connection with **I**nnovation in **L**anguage Technology for **I**ntercultural Communication **S**trategy (ILIS key issues) and Sommerles.

3.1.1 Intercultural communication and language dilemmae based on VaKE Theory-based teaching-learning method..
   -Salzburg University Theoretical approach VaKE Method.

In order to facilitate intercultural education to promote values education and intercultural reflection it is important to recognize the epistemological and ethical experience. VaKE approach to Values and knowledge education is needed when discussing values. Discussion values is difficult but can be eye opening.

They teach in higher education in Norway and most of their students have majority backgrounds. Based on their teaching experiences with VaKE (Values and Knowledge education), Brossard Børhaug, and Harnes raises the question of which dilemmas can prevent stereotyping

and foster more complex intercultural thinking and shows that intercultural education requires a discussion of one's own cultural position. They highlight the teacher's crucial role in the VaKE-process regarding the aims of intercultural values education. Brossard Børhaug, Frederique, & Harnes, H. B. (2020).

3.1.2 VaKe Method.

It is a constructivist teaching method that emphasises active participation of the student, and the main aim is to combine values and knowledge education.
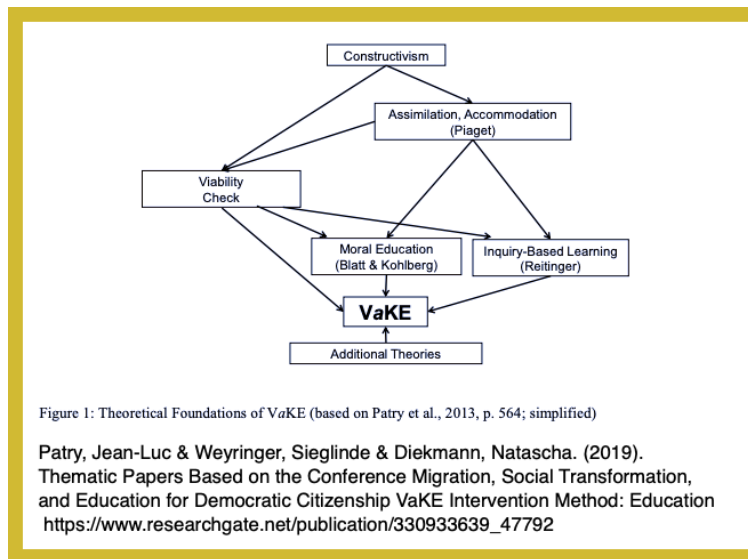
Fig. 28 VaKE Method

VaKE offers an innovative teaching-learning method that permits addressing an Epistemological and Ethical point of view. "The letters "V" and "K" in the acronym VaKE indicate the two pillars of the method, which are values and knowledge, and the letter "E" stands for education. The letter "a" in italics denotes the combination and relationship between the two pillars of the method, namely the Values Education and Knowledge Education". (Patry et al., 2013, p. 564).

A VaKE workshop starts with a well-structured dilemma story where a protagonist has to decide on an issue; whatever option the protagonist chooses, she or he will break some moral norms. The participants in the workshop have to decide which option the protagonist should prefer. The dilemma is structured to facilitate participants to identify themselves with the protagonist who

has to make the decision. Thus, the protagonist's dilemma becomes the participants' dilemma. Furthermore, the dilemma is conceived in such a way that for its discussion, it is necessary to use some knowledge (Brossard Børhaug, Frédérique ; Patry, Jean-Luc ; Pnevmatikos, Dimitris ; Weyringer, Sieglinde. (n.d.)., 2022).

Minimal steps in a VaKE process; Italics: Values education

	Step	Action	
0	*Preparation and clarification*	Students' understanding of values; abilities in the working techniques; rules of interaction	Class
1	Introduce dilemma	Understand dilemma and values at stake	Class
2	*First decision*	Who is in favor, who against?	Group
3	*First arguments (dilemma discussion)*	Why are you in favor, why against? Do we agree with each other? (moral viability check)	Group
4	Exchange experience and missing information	Exchange of arguments; what do I need to know further to be able to argue?	Class
5	Looking for evidence	Get the information, using any source available	Group
6	Exchange information	Inform the other students about your constructions; is the information sufficient? (content related viability check)	Class
7	*Second arguments (dilemma discussion)*	Why are you in favor, why against? (moral viability check)	Group
8	*Synthesis of information*	Present your conclusions to the whole class (moral and content related viability check)	Class
9	*Repeat 4 through 8 if necessary*		Group/Class
10	*General synthesis*	Closing the sequence capitalizing on the whole process	Class
11	Generalization	Discussion about other but related issues	Group/Class

Patry, Jean-Luc & Reichman, R.G. & Linortner, L.. (2017). Values and knowledge education (VaKE) for lifelong learning in applied fields: Principles and general issues.

Fig 29 VaKE Steps

3.1.2.1 The VaKE model and the language technology dilemma.

Step 1: Introduction to the Moral dilema and competing values.

The Ministry of language is concerned with language technology because it does not reflect the language pact and the spelling needed for the official languages.

Step 2: Main arguments and a decision.

The Language debate based on Language technology can be solved using a blended approach, which means that the student has online and onsite experience.
The online experience can be based on Media and Information Literacy (MIL) with tools where the student read, listen, writes, and talk and can be recorded and corrected by the teacher in a personalized experience, online or onsite.

The language technology design is to develop language Technology based on the specific official language with multicultural teams, where not only blended education is taken into account, but neurolinguistics and artificial intelligence. But, unfortunately, that means a very expensive approach to the problem.

Step 3: Consequences of the decision.

Let's consider the life-long learning cycle (LL) and the importance of the Reference for Competence for democratic culture (RFCDC), and the Digital Citizenship Education (DCE) approach from the European Council. We can see that the first solution goes with the RFCDC and the Second one with DCE. At this point, it becomes obvious that there is a need for additional knowledge to reach a good decision.

Step 4: The groups start looking for adequate sources of knowledge.

The DICELang expertise group for RFCDC and DCE recommendation is "Decision makers and policy framers need to be sensitized to the fact that the lack of DCE (Digital Citizenship Education" poses risks of youth exclusion. DCE is the Council Strategy". So there is a necessary link between the Competences for democratic Culture (CDC) for Digital Citizenship Education (DCE).

Step 5: What is the knowledge and value that we are looking for?.

The Value is democracy and the knowledge is how language technology can be developed to support humans and not the other way around. Digital citizenship is a complex and multidisciplinary concept. Therefore, we advocate for a holistic approach to the teaching and assessment process. Digital citizenship goes beyond digital skills. The digital world is just the medium and the context in which it is used. The critical and agency components are key in a pedagogy that enhance digital citizenship.

Step 6: Is it clear what we know and value?

In the classes, students likes to be encouraged, as digital citizens, to participate in society actively. They do not want to be driven by algorithms but by human interrelations. Machines are means, not ends, in themselves.

Step 7 What is the new knowledge?

Media Information Literacy is a Strategy for Governance (MIL), it is possible to combine RFCDC and DCE, and it is important to combine both.

Step 8: New Arguments.

Language technology is part of MIL Media and Information Literacy and should be combined with blended education. Learners must interact with their environment and not be isolated with a computer.

Step 9: New knowledge if needed.

Is there a way for the students to develop their language understanding and participate in decision-making?

Step 10: Presentation of VaKE conclusion

Universal Design helps the community to co-create, User Experience design helps the community to collaborate, and blended education can be a process of collaboration and co-creation, all dependent on time and funds.

Step 11: Is this solution similar to other language technology challenges?

The language act has Sign language with the same value as the official language. In sign language, the Universal design with co-creation is more difficult because not everybody speaks with signs, but it is possible with a User experience frame.

We think that the internet is full of signs, and we are already immersed in a user experience design, and our challenge is to co-create, and in the case of sommerles, co-create with the child who and it is needed the full language skill development, not only to reed but to write, and not only to listen to the story in the official languages but to be able to write and talk.

As we can see, Lifelong Learning Sustainable literacy refers to the digital literacy basics, of which language technology is part. Language skills are needed to read and listen, as in the Sommerles case, and to write and talk. In conclusion: if we want to secure democracy as a value and Citizenship Education as knowledge as part of the digital transition, it is a priority to enhance RFCDC and DCE before investing in language technology that constantly changes with innovations.

4. METHODOLOGICAL FRAMEWORK

4.1 Methodological approach WPR

How a postestructural approach to policy analysis provides a way for questioning how governing takes place?

In chapter three, we have seen the importance of government decisions for the future of digital citizenship education through a key main issue on the lifelong cycle and the need for competencies for democratic culture and care for language heritage. We have also seen the importance of the model VaKE to understand how Democracy is a Value and the Reference Frame for competencies for democratic culture, and Digital Citizenship Education are Knowledge needed to understand the Key Council Strategy.

The Government, decision-makers, and policy framers need to be explained that the lack of Critical Digital Literacy (Language Technology), poses risks to students' exclusion.

What's the problem represented to be? The WPR method means to analyze policy from a Foucault-influenced structural perspective. We live in a time of digital transition. We have seen the language technology debate and the need from the Language Council to follow up on local needs for language heritage and mutual understanding before going global and driven by technology. People are at the center, and democratic values must prevail. Media and Information Literacy is a government tool that needs to be informed and inform other governments. Quality of language Education in Literacy is a priority, and our problem is that Norway has no information on the Sustainable development Goals index. So it seems there is an information gap. Is there a problem with policy coherence? Why not to inform about the National Library Strategy and program as Sommerles? Is the lack of information on literacy even a problem?

"In a structural understanding, Government involves more than conventional legislative institutions and political parties. It is broader even than civil society and social movements. It includes numerous sites, agencies, and "ways of knowing" that influence social rules. Foucault proposed the term government be defined, in general, to mean the "conduct of conduct" (Gordon 1991:2). In this broader understanding, Government refers to any form of activity that aims to shape, guide, or affect the conduct of people". (Bacchi, C, and Goodwin S, 2022).

We have seen the importance of communication strategy within the sommerles ecosystem and its relationship with the National Library with the ECML and the DCE European Council Strategy. The WPR tool is a how-to guide us on strategy analysis. The sequence of questions allows us an opening up policies more than addressing problems as problematizations. Poststructural thinking focus on policy as a cultural phenomenon. The National Language Policy in Norway, with the importance of the Language Pact, and the Global Language Policy from the Council of Europe are key ways to conceptualize and symbolize social relationships.

> There is a kind of skepticism policy as axiomatic or self-evident. "Policy analysis needs to be rescued from policy analysts" (Shore 2012:92)

The WPR approach is an analytic strategy to facilitate Post-structural sensitivity. It enables us to reflect critically on governing practices and promotes sensibility.In figure 30, we can see at the top right two circles connected. Our WPR analysis focuses on the relationship between the National language policy and the Global language policy for Quality Education with the question in mind, why does the SDG Index on quality education and literacy not inform the citizens? Media and information literacy is one of the key issues of every Government nowadays with the digital transition. What is happening in Norway? The analysis will be done following the questions suggested in the next figure.

Question 1:
What's the problem represented to be in a specific policy or policy?

Question 2:
What deep-seated presuppositions or assumptions (conceptual logics) underlie this representation of the "problem" (problem representation)?

Question 3: How has this representation of the "problem" come about?

Question 4: What is left unproblematic in this problem representation? Where are the silences? Can the "problem" be conceptualized differently?

Question 5: What effects (discursive, subjectification, lived) are produced by this representation of the "problem"?

Question 6:
6.1 How and where has this representation of the "problem" been produced, disseminated, and defended?
6.2 How has it been and/or how can it be disrupted and replaced?

Adapted from: C. Bacchi and S. Goodwin (2016) Post structural Policy Analysis: A Guide to Practice. New York: Palgrave Macmillan, p. 20.
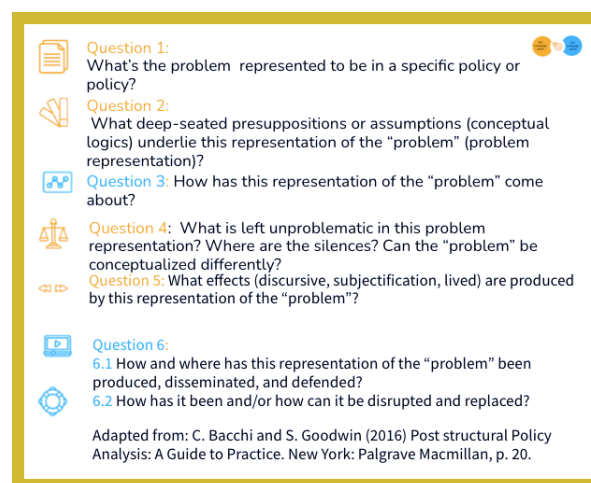
Fig. 30 WPR What's the problem represented to be?

4.1.1 What's the Problem Represented to be? (WPR approach to policy analysis)

Question 1: What's the problem represented to be in a specific policy or policies?

On the SDG 2021and 2022 index under the quality education sustainable development goal #4 (p 35) for Norway, there is no information available for literacy rate.e. (Interactive map, 2021 and 2022). Norway does not show data available on Literacy.

In addition, NAFO and The Foreign Language Center are relevant focus points for the systematic review of qualitative e-research framework for intercultural education and plural literacy development approach on minority learners.' The bridge needed is to relate the interdisciplinarity among the Norwegian and Language policies during digital transition with the National Library Strategy for guiding good commons practices into sustainability.

For example, the Norwegian and the Council of Europe language policies demonstrate how their perspective is developed in the National Library Strategy 20-23 by giving a time-space frame for democracy and formation in the eco-social transition and digital transformation. *Sommerles* develops reading literacy in digital transformation and, with the storytelling approach, is helping the child to understand the complexities of the eco-social transition and keep him aware of the importance of his participation, not only online but also onsite, by visiting the library to pick up the recognition for his effort on being self-literate. This social practice helps us to understand the complexities of developing a design for social sustainability and quality education in literacy.

Question 2: What deep-seated presuppositions or assumptions (conceptual logics) underlie this representation of the "problem" (problem representation)?

Bergen University, Nord University, The University of South-Eastern Norway, and the Arctic University of Norway have made a good effort. The four Universities participate in ECML (European Center for Modern Languages) themes and focus on the importance of transition across educational stages and the importance of intercultural citizen education and literacy development within the ECML (European Center for Modern Languages of the Council of Europe).

In addition, NAFO and The Foreign Language Center are relevant focus points for the systematic review of qualitative e-research framework for intercultural education and plural literacy development approach on minority learners.'

Question 3: How has this representation of the "problem" come about?

The Global Language Policy from the European Council for Norway has relevant information from Norway in the Compendium Cultural and Policies trends, also the National Library Strategy shows the network for cultural literacy as central part of its effort to support digital transition, and finally the Language Council Center has started a Debate about the importance of Language Technologies to support the Language Part in Norway. If it appears that there is no information, how come we can have a National Strategy were the full library and Cultural Centres in Norway are connected?

Question 4: What is left unproblematic in this problem representation? Where are the silences? Can the "problem" be conceptualized differently?

The fact that the National Library and the Language Council are independent institutions within the Ministry of Culture, is left unproblematic in this representation. There is a silence in the language pact about the way to approach the language national policy in terms of worker´s children and children from war. How to value their language heritage?

Maybe the language can be conceptualized as the way to integrate information for the SDG in quality Education. How a cultural language ecosystem from the Ministry of Education and equality, ICT, and the Ministry of Culture can integrate information about quality education for literacy on the SDG Index?

Question 5: What effects (discursive, subjectification, lived) are produced by this representation of the "problem"?

By comparing the European Digital Plan with the Norwegian Digital plan, with the language policy, one of the effects is to see that the Digital transition has created the emergency for dialogue and consensus on the way to approach Media and Information Literacy. Changes has been done in a short time to adapt the Government infrastructure to the e-Government

infrastructure. Through this analysis it has been discovered that one of the priorities in Norway is to create New Technological safe Infrastructure.

Question 6: How and where has this representation of the "problem" been produced, disseminated, and defended? How has it been and/or how can it be disrupted and replaced?

Specifically, the problem seems to be with the transition between Government, Ministries, and KS to Digital E-Government. This digital transition has created a gap between Leading and Managing the digital transition in Norway. In this way, the lack of digital information on the SDG index does not mean it does not exist. The components of Digdir are based on innovation in the Voluntary sector, local Government, inhabitant, Government, and private sector.

First, the Strategic coordination of the National Library towards online and onsite service through the National Reading campaign is a good example of leading and managing the digital transition. Because The Management of the National Digital Campaign keeps an eye on the onsite library ecosystem, the leading strategy keeps its eye on the horizon of online possibilities. The National Strategy keeps both eyes listening to the Child during the reading campaign.

Over time the Child explores what other children read, asks the onsite librarian, and has space for giving suggestions. Universal Design development allows a child to co-create information. That is the bridge needed. The User experience is a step towards the Universal experience.

Finally, data will be documented about literacy. Like the information received by the children, their national choices on site, and their opinion of the Child online. Finally, let's consider the importance of the National Language debates on language technologies, for example, the key issue of minority languages. We can see that the language pact is on its way to building its strategy for solving the debate. Although both Cultural Institutions, The National Library, and the Language Center, are part of the digital transition, their strategies are different.

We can see the same relationship with the European Council, between the need for the Parliamentary Language based on language technologies, the management of the ECML network,

and the leadership to focus on the Digital transition. The Sustainable Development Index on quality Education needs to focus on a Universal design as well, where the balance between e-government data and government data on literacy needs to be based on
basic standards.

A Digital Media Ecosystem where the network of government stakeholders connects online and interacts digitally in ways that create value for all is not the same as the Digital Transformation Ecosystem. SDG on Quality Education on literacy data requires that the digital e-government ecosystem in Norway is transformed by strategic innovation, management and leading collaboration, experience in Universal Design Development, Secure technological infrastructure, operational Excellence based on democratic dialogue, and then information and insights. It is not the other way around. I might say that the Index needs to move from a digital media ecosystem into a digital transformation ecosystem based on dynamic standards. The Global Compact taxonomy for digital transformation could be a way to inform the data needed.

Step 7: Apply this list of questions to your own problem representations.

The problem representation is related to managing and leading the information. An Index is a general picture of a complex issue, such as quality education in a digital transition and transformation. My representation of the problem is that although literacy is a language issue in quality education, education is in an information revolution. It is not only a question of whether we have achieved the goal on time but of who, how, and why. My representation is based on the synchronicity between the e-government and government transition within the Ministry of Education, Culture, and ICT. It is a democratic process of searching for a new Horizon rather than an achievement report.

4.2.1. Data on Main and Key Issues.

Open access to research is an important factor in realizing the goal of lifelong learning and research, development and innovation in working life. (National library Strategy, 2020-23 pg.11). In the National Reading Strategy the government commits itself to promoting lifelong learning through: Carry out the competence reform "Learning for life", Strengthen the program for training in working life through the Skills Plus scheme,. Assess incentive schemes for

lifelong learning and Consider an arrangement with Competence Fund based on the model of Skattefunn.

4.2.1.1 Innovation on Digital literacy in Norway (MIL-ILIS).

The development of Media and Information Literacy in Norway, in terms of digital diverge in the public debate over priorities. Media and information literacy (MIL) is a notion whose development as a cross-cultural and intercultural need reveals various political trends and influences in The European digital agenda. MIL has different dimensions of policymaking for evaluation and good practices.

Norway MIL model called "Shared ecosystem"[58] is based on alternative and collective frames of research that will influence policymakers and other stakeholders, especially in terms of MIL governance, The MIL model based on DIGDIR has had a developing stance and it is in the process of delegating and disengaging . The Digital policy framework is based on Information management, information security, architecture and standardization.

In the developing stance, the policy framework is based on Digital Citizen Education , and the state is a driver of coordination and implementation. In the delegating stance, the policy framework is moderate, and the state is a supporter of other stakeholders (mostly civic sector, NGOs, etc.) as we can see on the Språkdagen and Civic participation as the AcqVA team from UiT and NTNU. In the disengaging stance, the policy framework depends on the policy strategy as the National Library Reading Strategy.

MIL in the digital age is structural and DIGDIR ecosystem is the model that has allowed us to integrate the data from the analysis of the practice of Sommerles as part of the national reading strategy.

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[58] https://www.digdir.no/digital-samhandling/felles-okosystem/2395#modell

4.2.1.1.1. The 2030 Agenda for Sustainable Development.

The National Reading campaign ecosystem is based on ICT, which constitutes one of the major pillars of the Means of Implementation of the 2030 Agenda. SDG 17 contains three Targets (SDG 17.6, 17.7, and 17.8) outlining some key means of developing a blended approach with an online and onsite approach. The National libraries are open for the Summer reading campaign, and the Online Reading campaign is also available to all children from primary schools in Norway for three months. With different resources such as a bank of children's books where the children share their favorites and also get points and recognition for reading one digital chapter every week. The National Reading Campaign ICT solution transfer and disseminate technology through constant feedback from its ecosystem. Enhanced international cooperation by participating in research published in Universities and IFLA. Sommerles is also referred to in additional SDG targets spanning SDGs 4, 5, and 17, among others.

Digdir has created a model for managing coherent services in a digital ecosystem , and this has three phases. In this research only the "Start together phase", and "The Shape together Phase" has been used as a reference for mapping Sommerles Ecosystem. The deliver phase is every summer during The National Reading Campaign.

In the Start Together phase, we can use the tool to identify what we already know about *Sommelers* Library and Developer partners, and also to find areas where we do not know enough that require further effort. In this research we Started by finding the most important players, and then rest the form of cooperation that is desirable or possible now in the early phase. We Identified overall what the interrelated service consists of and what is the next step to gain insight into all or part of the service / life event. We tried to find out if there are incentive schemes and methodologies. It is possible to benefit from using, and do an initial analysis of which regulations are affected by the coherent service. We Identified what we knew so far about existing resources, Events, data, services, architectures and datasets, as well as IT solutions. We found that the resources were given from the common ecosystem related to the National Library Strategy.

4.2.1.2. Minority Children and *Språkrådet* Language pact and debate (MIL-ILIS).

Children's rights are reflected across the 2030 Agenda. Whereas a number of goals including good health and well-being (SDG 3), quality education (SDG 4), and peace, justice and strong institutions (SDG 16) are of heightened importance for the rights of children, issues of critical importance for children are also cross-cutting. Further, SDGs 5 (gender equality) and 10 (reduced inequalities) are also of direct relevance as they reflect principles of equality and non-discrimination that are cross-cutting in The National Reading Campaign for the 2030 Agenda. The Language Act aims to strengthen the Norwegian language and promote equality between Bokmål and Nynorsk. The law will also ensure the protection and status of Kven, Romani, Romanesque, Sami languages and Norwegian Sign Language. (*Språkrådet*, 2022).

4.2.1.2.1.Data Protection Corporate Government.

The right to privacy is recognized in a wide range of international human rights instruments including: The Universal Declaration on Human Rights (1948), The International Covenant on Civil and Political Rights (1966), The Convention on the Rights of the Child (1989), and The International Convention on the Protection of All Migrant Workers and Members of their Families (1990).

The UN Special Rapporteur on the right to privacy noted in 2018 that: "None of the major human rights treaties expressly include protection of personal information as an aspect of the right to privacy. Nonetheless, it is increasingly argued that the principles of data protection are incorporated within the broader right to privacy in these treaties". The National Reading Campaign follow up the data protection children right to privacy, parents follow very carefully their children commitment and participation by supporting the online and onsite experience.

4.2.1.2.2. Policy Coherence -The Norwegian Historical language law.

The regulation on Universal design of information and communication technology (ICT) is based on Government solutions (*Lov om språk (Språklova,* Prop. 108 L. 2019–2020).

The Education Act gives the right to teaching in and in sign language. The right applies to both primary and secondary schools, with their own curricula (*Språkrådet,* 2022).   -
The Minority Language Pact.

The European Pact on Regional or Minority Languages (Minority Language Pact) was adopted in 1992. Norway ratified the pact in 1993, and it entered into force on 1 March 1998. The Minority Language Pact defines regional and minority languages as languages that are traditionally used within a specific territory of a state, by nationals who constitute a historical group that is in the minority of the population.

4.2.1.2.3 Indigenous people and minority languages.

Indigenous peoples have a right to be consulted. The most important international standards concerning indigenous rights and the right to be consulted are the United Nations Declaration on the Rights of Indigenous Peoples and ILO Convention No. 169 on Indigenous and Tribal Peoples in Independent Countries.

Kvens/Norwegian Finns, Romani people/Tatars and Roma (Gypsies) have the status of national minorities in Norway , together with Jews and Forest Finns. The linguistic rights of the national minorities are safeguarded through the Council of Europe's framework convention on the protection of national minorities (the framework convention) . Alongside Sami, Kven, Romani and Romanesque are also recognized as regional or minority languages in Norway and protected through the Council of Europe's pact on regional or minority languages (the language pact).

4.2.1.3 ECML-Intercultural and pluriliteracy: Children´s Rights (MIL-ILIS).

The Danish Institute for Human Rights (DIHR), the International Corporate Accountability Roundtable (ICAR) and UNICEF developed the Children's Rights in NAPs on Business and

Human Rights, as guidance on how children's rights should be considered in the process of developing National Action Plans on Business and Human Rights (NAP).

"Developing every individual's language repertoire and cultural identities and highlighting the social value of linguistic and cultural diversity lie at the core of ECML work. Plurilingual education embraces all language learning, e.g. home language/s, language/s of schooling, foreign languages, and regional and minority languages. Intercultural learning supports the personal growth of learners and enhances social cohesion". (ECML 2022)

4.2.1.4 Sommerles in The National Library Strategy (MIL-ILIS)

Report to the Storting No. 8 (2018–2019), *Kulturens kraft – Kulturpolitikk for framtida* (The Power of Culture – Cultural Policy for the Future)[59] sets out the overarching political direction for the cultural policy.

The white paper states: 'A democratic society with an open and enlightened public discourse is based on people having knowledge about and an understanding of the society they are part of. Today's information society makes great demands on people, asking them to develop critical reasoning and expand their horizon of understanding in order to be able to evaluate sources, examine what is true and false, and make independent decisions.'

4.2.2 Ethics and my role in the research process

The Norwegian National Research Ethics Committee (NESH, 2022) guidelines for research ethics and the Internet Research Ethics were followed for the ethical considerations of the present study.

Ethical Challenges that arised within Internet research was the issue of ethical and legal aspects for individuals and groups through webinars. Fossem and Ingierd, on Research on communication process proposed a model for ethical assessments that distinguishes three types of situations in which the question of consent is raised when research is conducted on users of social media. Interviews, Research on groups and Research on internet which sources are not publicly available. In our case the communication´s degree of accessibility in the public sphere is vailable,

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[59] https://www.regjeringen.no/no/dokumenter/meld.-st.-8-20182019/id2620206/

and the research has been conducted without the need of informed consent. The topics has been studied not the persons.

The Norwegian National Research Ethics Committee (*NESH*, 2022) guidelines for research ethics were followed for the ethical considerations of the present study. According to concepts of sustainability and prudence in research ethics (*NENT*,1997 as cited in *NESH*, 2016), researchers must ensure that their research does not breach any laws and regulations or pose a risk to people, society or nature. Data was collected from documents and digital resources as webpages, webinars and participation at the National Reading Campaign at the library Sola Community. The aspects of human dignity, privacy, informed consent, confidentiality, storage of personal data, responsibility for avoiding harm and respect for third parties described in *NESH* (2022) guidelines were following with care and respect. All Children Data in Sommerles in private.

4.2.2.1 The obligations of research to society *NESH*

This research follows the NESH principle and obligations of research to society, by playing an independent responsibility as my role in historical document analysis, compatibility with sustainable development goals on quality education and literacy, this research contributes to global justice because it recognizes the rol of accessibility of quality resources to the children to become literate and join the library network in Norway.

Principle of Scientific integrity, truthfulness, and accountability

This Research follow the standards of high quality with integrity, truthfulness and accountability by follow up the research protocols from the University.

Principle of Uncertainty, risk, and the precautionary principle

This research is based on real context and historical facts. Every figure and document have been documented in an extensive bibliography, with detailed abbreviations and figures with the information taken from the web and in case of self-designed it has been with accountable and accessible information.

Principle of Commissioned research, openness, and conflicts of interest

There is no conflict of interest, the research is based on human rights and the importance of Democracy across the institutions who are responsible of the Language Policy and Strategy.

Principle of Whistleblowing and ethical responsibility

During this reasearch there is no need of whistleblowing, my role as a research has help me to see my work as a language teacher with a deeper perspective of the use of resources and and their purpose oriented towards sustainable development objectives.

Research institutions should reward dissemination that popularises research as well as research-based participation in public debates.

This research wants to participate with the importance of competences for democratic culture (RFCDC) and digital citizenship Education (DCE). By recognizing the importance of the Media and Information Literacy in early years and the active participation of the community.

5. FINDINGS AND ANALYSIS.

How the Norwegian and European Language Policy are implemented in National Library Strategy 2020-2023 and why is it important for intercultural communication and pluri-literacy for the Sustainable development Goals on quality education and literacy? Is The National Reading Campaign one of the key experiences that can be described at the SDG Index for 2023 under SDG #4, #4.6?

5.1 Innovation and SDG Quality Index on Literacy

Why to be plurilingual and pluriliterate is relevant in Quality Education literacy index? Is Norway in a pluriliteracy transition? is that transition part of the Reference for Digital Citizenship Education (RFCDC) and the competences for democratic culture (DCE)? If so, is that the reason why is not documenting the UN-SDG Index on Literacy?

"Plurilingual competence refers to the repertoire of resources which individual learners acquire in all the languages they know or have learned, and which also relate to the cultures associated with those languages (languages of schooling, regional / minority and migration languages, modern or classical languages); pluriculturality denotes the ability to participate in different cultures, *inter alia* by acquiring several languages".(Beacco J. C-Claude, Byram M, Cavalli M, Coste D, Egli Cuenat M, Goullier F, Panthier J 2016).

In order to reflect on the language Technology debate and the importance of language heritage and official language pact The Language Council invited in November 2022[60] to "*The Språkdagen Språkloven i Praksis: et lederansvar* ("The Language Act in Practice: A Managerial Responsibility) for the policy development debate. The language day was open to anyone concerned with the language debate on language Technology. As we can see the process developed an Strategy for Civil participation and engagement a Communication Strategy that has involved different citizens and government bodies as: Wetås, Å., *Direktør i Språkrådet*, Spurkland M., Lohndal, T., Prodekan ved NTNU, Kihl, J., Kulturredaktør i Bergens Tidende, Apenes, M., Seniorrådgiver i Wergeland/Apenes, Kjersti Toppe, K., Barne- og familieminister, Rotevatn, S.,

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[60] https://sprakdagen.plaii.no/

Stortingsrepresentant og tidligere klima- og miljøminister, Vestenfor, S., Ordfører i Ål kommune, Hølleland, H., Statssekretær i Kunnskapsdepartementet, Sunde, E., Avdelingsdirektør i Nav.

By listening carefully to the panel it is important to see how a democratic process has been initiated since the language pact has been developed since 2021, the call is for a communication strategy based on responsible management. We can see the concern about language technology and digital citizenship participation and also the importance of competences for democratic culture.

It is important to notice the participation of one of the members of the team from UiT and NTNU, AcqVA research team in multilinguist and language technologies. This insight is relevant for our language debate because it is on the generative approach to second language (L2) acquisition which is a cognitive based theory of SLA that applies theoretical insights developed from within generative linguistics to investigate how second languages and dialects are acquired and lost by individuals learning naturalistically or with formal instruction. So we can see for the first time after this pannel the EFNIL approach to language in the National debate and the ECML approach to language in the Global policy from the Commision.

The Commission recognized the missing interrelationships between the RFCDC and DCE programs, that is why ther is active research on Media and Information Literacy research on linking both programs, the reason is that the digital context is an arena but does not solve the democratic process developed by dialogue. The ECML and EFNIL

The first focuses on the importance of information technology-mediated language teaching, and the second focuses on preserving dialectal linguistic heritage through language technology. We can say that technology is a medium in the case of the former, and in the latter, language technology will be developed for specific heritage preservation purposes.

This supposes a different approach in terms of design, such as the design with a focus on people ECML and design with a Universal approach EFNIL-Språkråd, in the coexistence of human beings communicating with computer language.

Both requires a communication strategy for civil participation and are complementary, and both lead to two different fields of research based on the field of social science and based on the field of psychoneurological and artificial intelligence.

"A [communication] strategy is any organised, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself or with which he or she is confronted." (CEFR 2001: 10).

In this research, both fields concerning language are relevant at the national level with emphasis on language technology and at the level of global language policy where citizen participation assumes a universal and not necessarily user design. I see that the Norwegian Language Council is documenting this communication process with change agents as a step towards reporting next year's progress on the quality of education and literacy index.

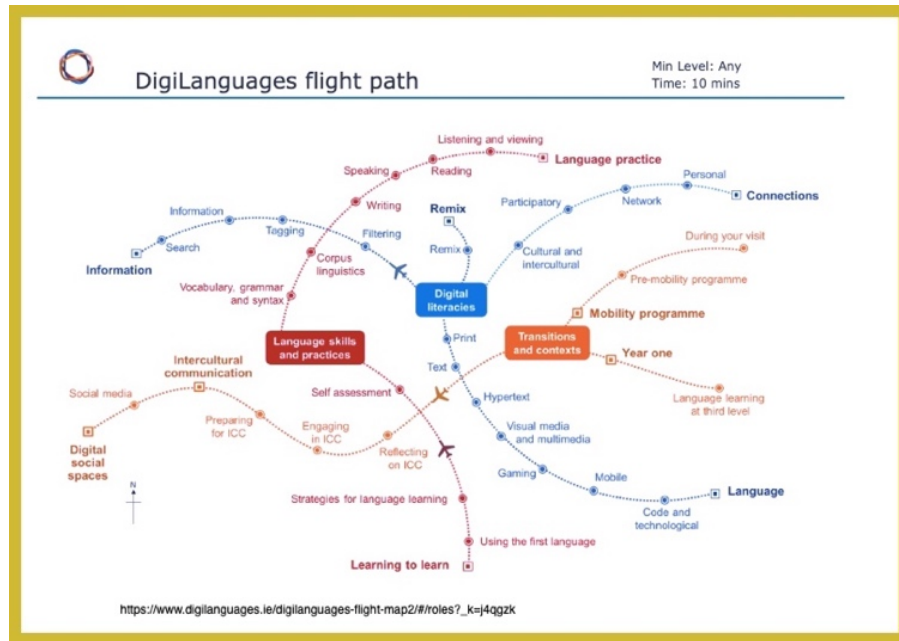**5.2 Language Technology and Children language´s right to be included.**

Fig. 31 Digi languages flight path

The National Library Strategy has been responsible for the Multilingual Library, which has three main functions: 1. Procurement and cataloguing of books and other material in approximately 50 different languages. 2. National center for distance lending of media in minority languages in

Norway. 3 Competence center for library services to the multicultural Norwegian community with an emphasis on services to linguistic minorities (immigrants, refugees and asylum seekers).

The Multilingual Library offers a service to libraries and plays a vital role in providing a national infrastructure for multilingual library services. The service is nationwide, and in recent years, the Multilingual Library has made efforts to strengthen its function as a national competence center in this area. There is a National Structure for digital technology[61] what it is needed is to develop the support for language learners during varios transitions periods. *Sommerles* is a good example for the primary school period only for reading and listen competencies, and research about other books reeded by children[62].

Other resources from the National Reading Strategy that support the children´s right to be included are: Skolebibliotek from Agder University[63], and digidel, which is a program for developing digital competencies for schools. The problem is that even though they enhance teaching and learning process on the digital transition. They do not support a learning cycle during student age transition.

It is interesting to compare the National Strategy with the Ireland´s Digi language path[64]. Where language transitions are valuated in different languages. Norway has the Language technology, what it is needed is linking the different official languages to each other, for a plurilingual and pluriliteracy digital transition.

5.3 Intercultural communication and Norwegian library Strategy, Pluriliteracy

In order to develop good language technology for Norwegian, large datasets of Norwegian text and speech are needed. The Language Bank at the National Library offers such datasets. Our resources[65] are aimed at companies that develop language technology products, language researchers and language students. Everything we develop is freely available in our resource

[61] https://www.nb.no/sprakbanken/
[62] https://sommerles.no/?hjem&lang=nb
[63] https://www.skolebibliotek.no/
[64] https://www.digilanguages.ie/digilanguages-flight-map2/#/roles?_k=xy4ncw
[65] https://www.nb.no/sprakbanken/ressurskatalog/

catalogue . The resource catalog also contains the resources from our partners in CLARINO. (National Library Strategy 2020-2023)

The problem is that the Media and Information Literacy Strategy is based on data management not and the person in this case, is not the center of the digital design, but the digital resources. As explained before it is needed an ecosystem, a way to relate the story with the resources, as we can see in the next analysis, with Digdir digital framework[66] that links the resources.

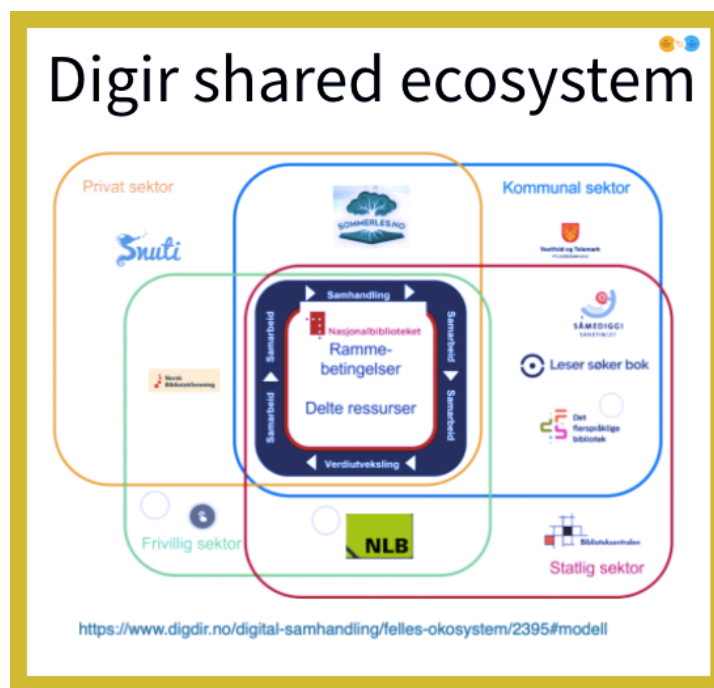## 5.4 Sommerles: Ecosystem and digital transition[67]

Fig. 32 Digi language Ecosystem

In the figure 32, I have applied the Digdir model to the ecosystem of Sommerles-related partners, what is clear is that the model is about how the actors in the ecosystem interact and operate to create digital services. And it is about how we create value through sharing data, experiences and knowledge - with the common goal of creating efficient, good, safe and coherent digital services for Children.

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[66] https://vimeo.com/553249128?embedded=true&source=vimeo_logo&owner=21253381
[67] https://www.digdir.no/digital-samhandling/felles-okosystem/2395#modell

CHAPTER 6. DISCUSSION

6.1 Reflecting on the innovation debate between funding and policy: ERA Strategy

We have spoken about the need of information on quality education and literacy on the SDG Index, and we have also spoken about the Technology language debate which is related as a digital literacy challenge. The Global language policy and the National language policy in Norway are connected through the National Reading Strategy, by the Granavolden platform[68] (a political platform) under culture and knowledge criteria in Norway and The Compendium[69], which describes the current priorities of European continental countries as Norway, its cultural policy and the connection to key issues are assessed. In our case the relationship with Media and Information Literacy for Quality Education for lifelong learning, during primary school years in summer time.

Two trends can be seen across the actors, one has to be with mobility at different time scales, The Era of diversity and digital transition and the age of sustainability and migration. To picture a dynamic transition in terms of literacy. requires a democratic process of encounter, dialogue and consensus. As we can see with the Language revision Pact from the Council of Language.

The conclusion is that the past and new government has emphasized the autonomy of the arts. Sommerles in not only a National Campaign for reading but an ecosystem of different institutions public and private, working together with private and national founds, in different regions and as we can see in the second trend agreeing through diverse advisory at Global level as IFLA and EPAN, at Continental level as EFNIL, ECML with language development paths as CEFR and language parliamentary needs as RFCDC and DCE.

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[68] https://www.regjeringen.no/no/dokumentarkiv/regjeringen-solberg/andre-dokumenter/smk/2019/politisk-plattform/id2626036/?q=plattform#kunnskap
[69] https://www.culturalpolicies.net/database/search-by-country/country-profile/category/?id=29&g1=2

If we see figure 33 we can appreciate the actors that are related to our reflection. The Ministries of Culture, Education and Research in Norway with the DIGDIR Digital Model, the National Library Strategy, that should also be viewed in the context of the government's strategy for the digitalization of the public sector. (NL 2020.23 : pg. 6), from Språkradet the legal deposit act of 1989 and the latest amendment (2015) and the Language day[70].

In order to reflect on our question the SDG index shows the information on results but does not show the democratic process to get there. The lack of data for the last two years has to do with agreements at longer time intervals. as the National Library Strategy. It is suggested that the SDG index should reflect information related to strategies to achieve the SDGs and not just outcomes, as this is a complex democratic process.
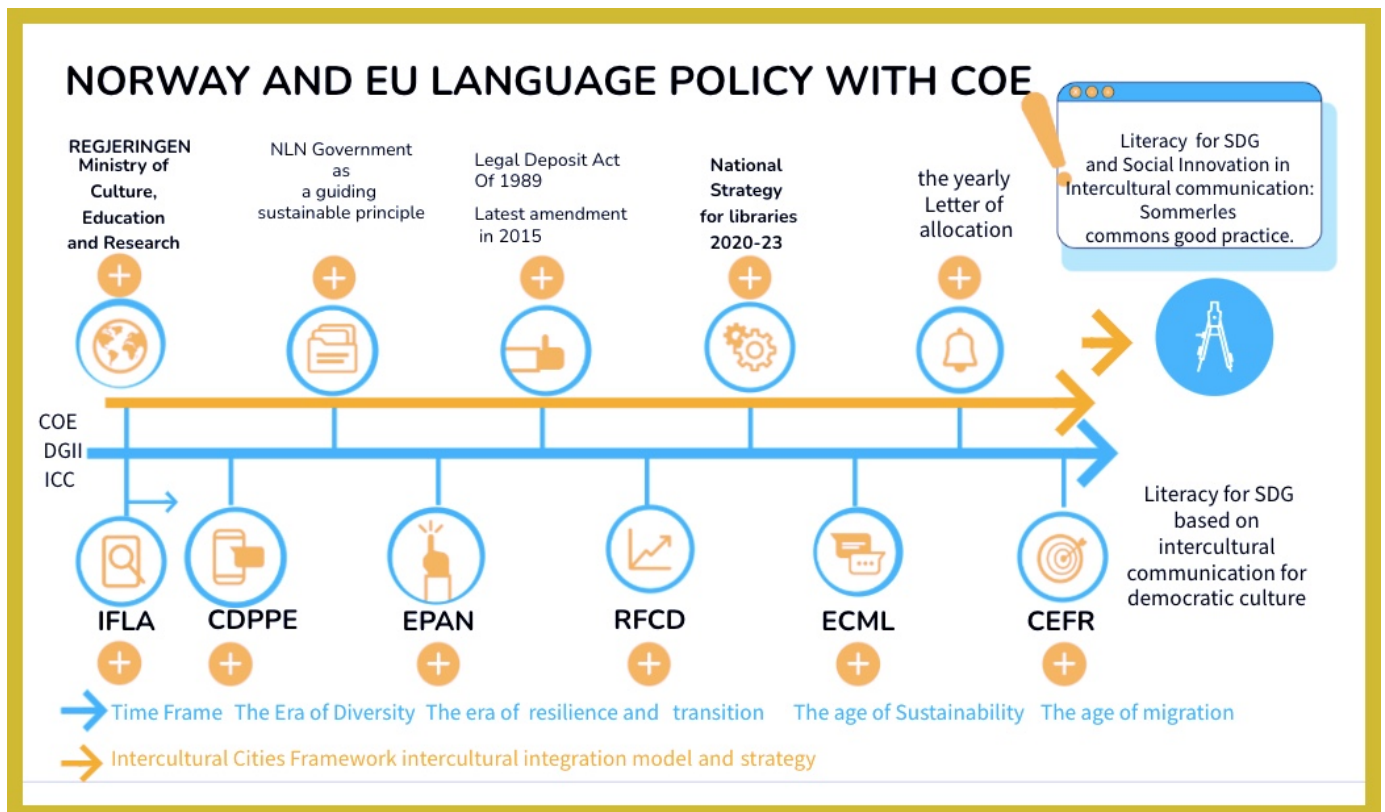

Fig. 33 Norway and COE Global Language Policy

[70] https://sprakdagen.plaii.no/

6.2 The National library Strategy based on digital transition: Digir Model

Different actors operate in the Digdir digital ecosystem. In the national ecosystem, the actors are citizens, municipal, state, private and voluntary sectors. The actors can have different roles. For example, they can be an offerer/producer, consumer/user, or price giver.

Digdir digital ecosystem framework conditions include funding, organization, and regulations. In our case, we have shown the Sommerles organization ecosystem in this research.

The ecosystem is dynamic. It develops and changes through the actors' interaction and use of shared resources. For example, the shared resources from the National Library Strategy today are joint solutions, standards, principles, and reference architectures described in the Government's digitization strategy.[71] Through the use of these, comprehensive and integrated digital services are created.

In our case, the creation of the Library landscape on the literary cycle and language policy has a clear path for work on school subjects and digitalization. The library strategy should also be viewed in the context of the Government's strategy for the digitalization of the public sector. (NL, 2020-2023:pg 6). The National Library has research institute status(NL Strategy 2020-2023: pg.12.) Its open access to research is an important factor in realizing the goal of lifelong learning and research, development, and innovation in working life (NL Strategy 2020-2023: pg 11).

The curricular reform aims to facilitate pupils' learning and development better. The curricula will therefore be less extensive and will set a clearer path for the work on school subjects. *Sommerles* for seven years for 21 months, is a scaffolding that strengthens curricular reform while inviting constant innovation and updating.

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[71] https://www.regjeringen.no/no/dokumenter/en-digital-offentlig-sektor/id2653874/?ch=6

Arts Council Norway made important changes to the procurement schemes in 2015. A major research project is now underway to learn how the schemes have been working since the changes, how they are administered, how they work in the literary cycle, and how they help to achieve the literary policy 14.

Interesting innovations will come for the next National Reading Campaign, based on the infrastructure for language technology. Large datasets of Norwegian text and speech are needed to develop language technology for Norwegian. The Language Bank at the National Library offers such datasets. Our resources are aimed at companies that develop language technology products, language researchers, and language students. Everything we develop is freely available in our resource catalog. The resource catalog also contains the resources from our partners in CLARINO (NL Strategy 2020-2023).

Norway's digital reading campaign, county libraries, and public libraries are the reading summer or *Sommerles*[72] libraries' national reading campaign, whose goal is to enhance the reading skills of primary school pupils during the summer holiday.

This research calls for the need to include a reading and writing campaign, where primary school children develop the skills for writing and talking in the Media and Information Literacy digital transition.

The National Library has the National Multilingual Library and the Language bank[73] the resources needed to develop a national reading and writing campaign (DIGDIR, Fig.34). A national reading and writing campaign will help to include not only linguistic minorities but also the children of workers and children of war who need a democratic opportunity to belong to the future of humanity.
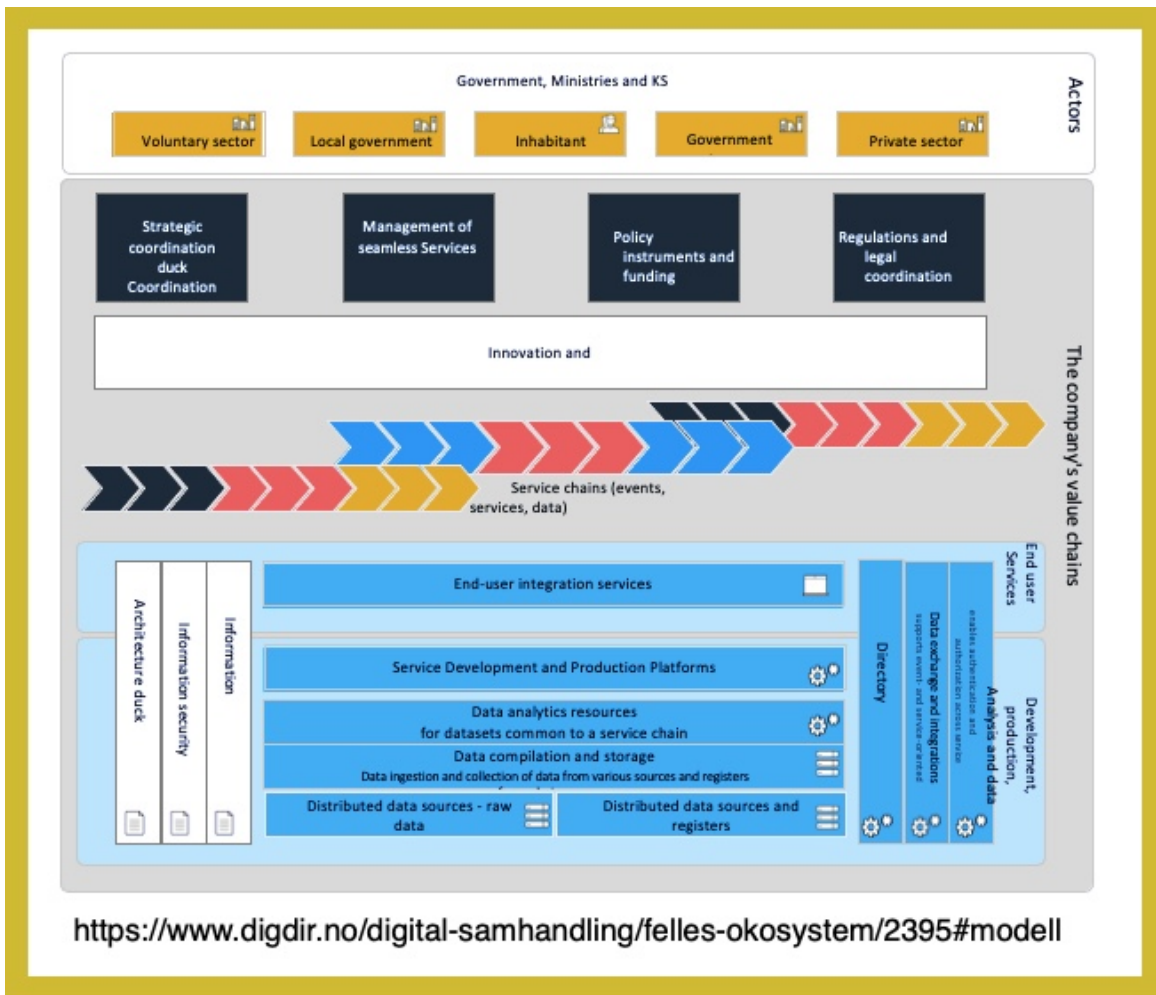
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[72] https://sommerles.no/?hjem&lang=nb
[73] https://www.nb.no/sprakbanken/

Fig. 34. Digdir Government, Ministries and Ks: Actors and The Company Value Claims

6.3 Intercultural Communications and Language Technology Centers: Digdir

We can see that the conditions to develop an Universal design for a reading writing campaign with *Sommerles* are present with Digdir, and for the SDG Index on quality Education and literacy. Norway has the information to document its Media and Information Literacy to the world through the SDG Index[74]. The question is how? one idea that came into my mind is the creation of an intercultural habitat as a guiding principle for data transit and mobility across the ecosystem, this is a time frame global iniciative with global participation in the ERA and Age of tangible and intangible media and information literacy.

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[74] https://www.sdgindex.org/

The National Reading Campaign is an Onsite and Online experience that support the wellbeing of children not only in Norway, but the Norwegian primary schools around the world. The Sommerles is a good practice for the Children's future Wellbeing and Universal Heritage.
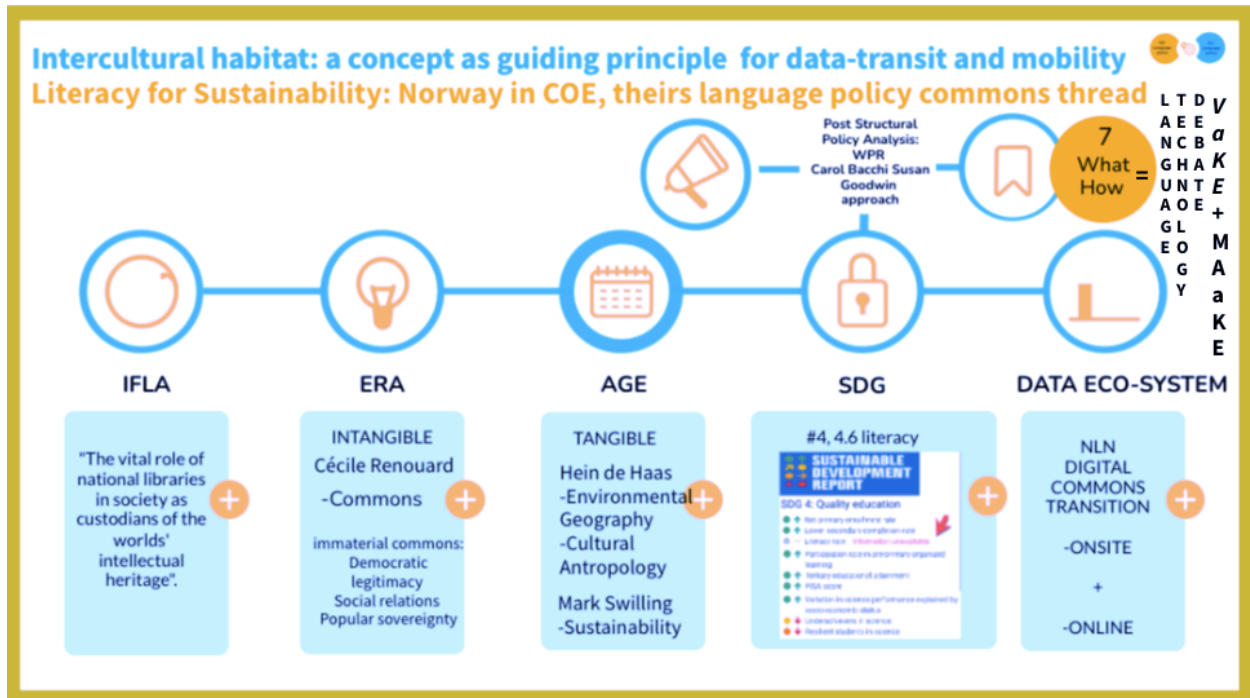

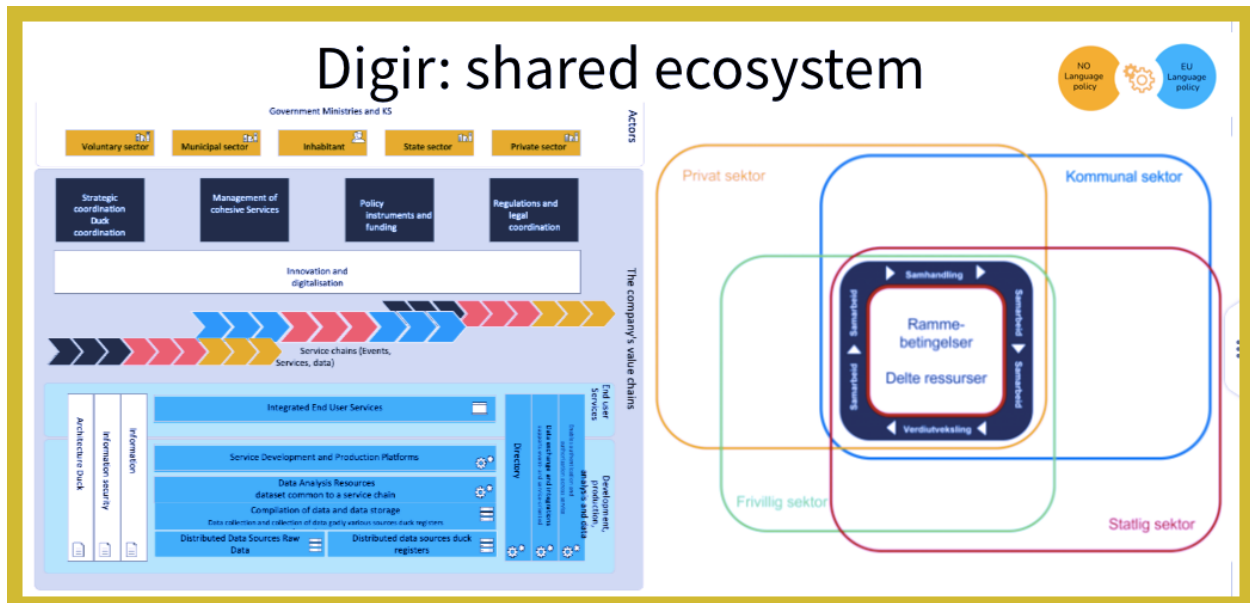**Fig. 35 Intercultural: habitat a Concept as guiding principle for data transit mobility**

Fig. 36 Digdir shared ecosystem

CHAPTER 7 CONCLUSION

This research has been a Journey from the past to the future, and I see that this Journey is good with a supportive family, friends, and a research team. The roadmap from the Council of Europe has been a good map of this experience. It is a tool that can help us to assist schools in the complexities of the digital transition. The priority is to self-assess oneself, to be active and include us in research teams for promising practices, and to have a sense of social coordination with spatial coordinates in mind. The future of Language Expertise Centres aims for Astronomical Development, and we need to be prepared for the children's lead to the future.
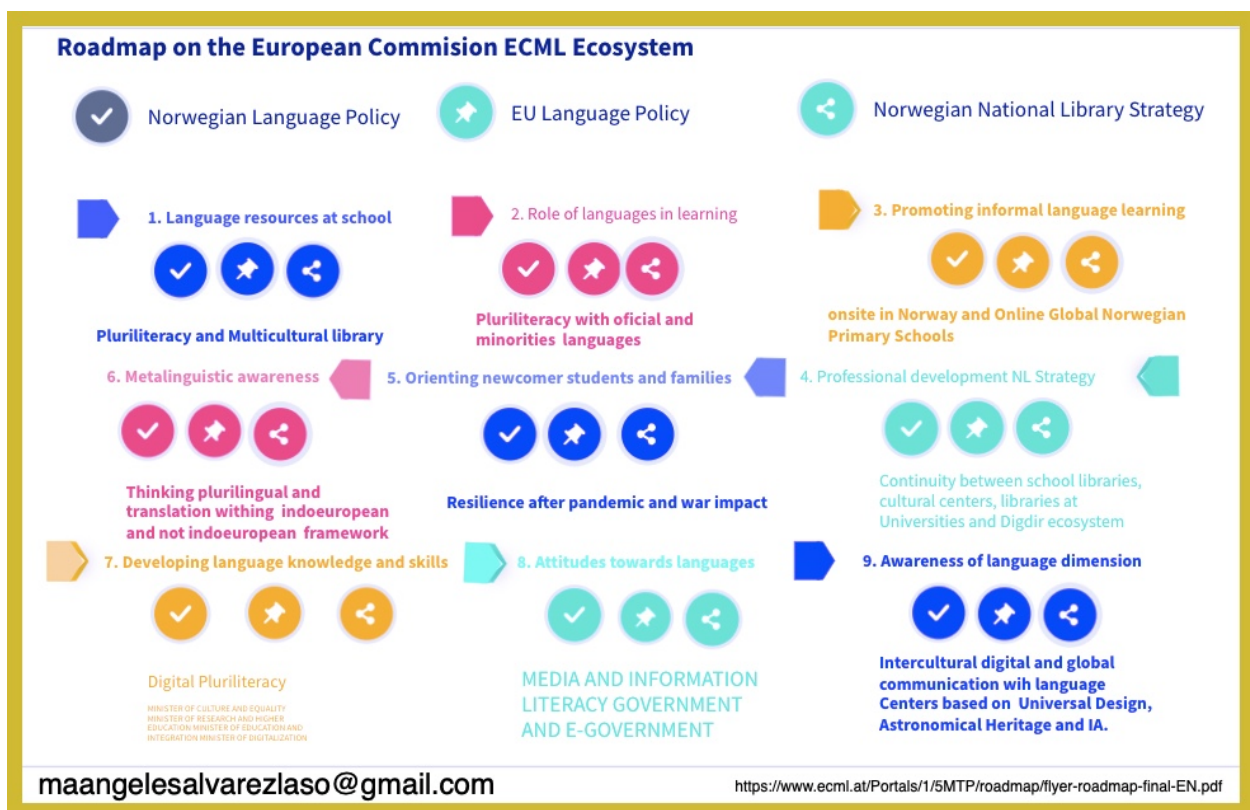

Fig. 37 Road map of the European Commission and ECML Ecosystem

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