

## **More than Two from the very Beginning—on the Difficulties of Making the European Project a Reality**

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This contribution is dedicated to the longstanding efforts undertaken by transnational, national and regional bodies to realize a multilingual Europe. Insights into the ideological grounding of the transnational project will take up the plurilingualism–multilingualism debate and identify tensions between a holistic and an additive orientation. The emphasis, however, will be on the multilingual individual. How shall the ideal multilingual European look like? Which features are controversial, and which agreeable? Which texts contribute to an understanding of what it means to be multilingual in Europe? Which ideas were marginalised and got lost? Is there a common understanding of the underlying basic concepts? These questions are discussed on the basis of influential texts and their implication for language education. Language policy documents with a certain impact upon language education are mainly produced by the European Union (e.g. Barcelona Council Conclusions and more recent documents) and the Council of Europe (Common European Framework of Reference and its ‘update’). If and how they inspire national and local educational practice is discussed in two particular contexts: the case of minority language education and urban multilingualism. For many decades, so-called autochthonous minorities have been developing (and most commonly also fighting for) models for multilingual schools. Urban multilingualism represents another challenge for language education practice with quite particular constellations. Both have turned into discursive battlefields where the different levels (transnational, national, regional) meet and the main principles of European multilingualism policy are at stake.