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**ADVANCING PORTUGUESE AS A SECOND LANGUAGE:  
INSTITUTIONS AND POLICY**

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## **Abstract**

The thesis highlights the strategic significance of Portuguese as a second language in global education, facilitated through the Instituto Camões' *leitorado* network. Our analysis reveals a concentration of *leitorados* in Europe and identifies substantial growth opportunities in Africa, Asia, and the Americas, regions with growing economic and cultural connections to Lusophone countries. The study suggests a policy-driven expansion of *leitorados* to leverage Portuguese's increasing global relevance. This approach will position Portuguese effectively in international education, aiding cultural and economic integration across diverse global communities.

## **Keywords**

Language teaching, Ministry of Foreign Affairs, Camões - Institute for Cooperation and Language, Public Policy, Portuguese as Second Language, *Leitorados*, Statistics

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## 1. Introduction

Every language carries within it values and ways of perceiving and shaping the world, influencing how individuals relate to their surroundings. Teaching the Portuguese language, therefore, involves transmitting a particular worldview (Albuquerque and Ramos, 2021).

The globalized nature of contemporary society has emphasized the importance of multilingualism, not only as a cultural bridge but also as a strategic tool for economic and political collaboration. Portuguese holds a unique position in fostering international dialogue across continents, standing out as pluricontinental and polycentric language (Reto et al., 2018).

The true richness of the Portuguese language lies in its remarkable diversity and extensive reach. It thrives as a vibrant and dynamic expression, reflecting the cultural and linguistic wealth of the societies and speakers who sustain it. With its adaptability and variety, Portuguese not only underscores its global significance but also positions itself for a bright future filled with opportunities, but also challenges. As its presence continues to expand in education, trade, and cultural diplomacy, the Portuguese language has the potential to strengthen global connections and foster deeper understanding across diverse regions and contexts.

This Policy Analysis Project examines the strategic promotion of Portuguese as a second language, emphasizing its expansion in higher education and its role in global educational policies. By analyzing quantitative data on language learning and assessing institutional initiatives by the Camões Institute—particularly its *Leitorados*—this study examines the economic value of Portuguese and its increasing relevance on the global stage. Comparisons with language education initiatives in the United States and Europe and other language institutions provide a broader context for evaluating key trends and strategies. The findings aim to inform the development of effective policies to enhance the global presence of Portuguese, offering valuable insights into the intersections of language, culture, and public policy.

## **2. The economics of learning a second language**

### **2.1 Costs and benefits of learning a second language**

Learning a second language entails a combination of costs and benefits that extend across sociocultural, cognitive, and economic domains. This intricacy is important not just for those who are thinking about studying languages, but also for legislators who are in charge of formulating policies related to workforce development and education. Each of these elements has a major impact on the wider ramifications of bilingualism or multilingualism, and their balance affects the decision to invest time and resources to learning a new language. From a personal perspective, learning a second language is frequently driven by goals like professional growth, educational requirements, cultural curiosity, or the need for better communication in our increasingly interconnected world. Every one of these incentives has unique benefits and drawbacks that need to be balanced against the possible mental strain and associated costs.

#### **2.1.1 Costs of learning a second language**

The costs can be categorized into economic and cognitive domains, each bearing its unique set of challenges and demands.

Economic costs can be direct or indirect. The most obvious expenses are direct costs, which include fees for language courses, software, textbooks, and other learning resources. The cost of learning a language is greatly influenced by the language choice. Languages that are widely spoken or perceived as beneficial for career advancement may have more resources available, which can sometimes mean more competitively priced options due to higher demand. On the other hand, languages with more complex learning curves, like Arabic or Chinese, often require more extensive and costly resources to achieve proficiency (Chernikov, 2024). The type of instruction, and the educational institution can as well have a big impact on these expenses. These prices can be exorbitant for many adult learners who have to balance them with other

financial obligations including housing, childcare, and loans. Indirect costs relate to the significant time commitment needed for language learning. Since every hour spent studying a language is an hour not spent on potentially profitable or leisurely pursuits, this time commitment represents a substantial opportunity cost. For working people or those with family obligations, this trade-off may have a particularly significant effect. However, it is also important to consider that online courses often offer lower costs compared to traditional classroom settings, due to economies of scale in provision. For instance, Godwin-Jones (2018) discusses how online language learning tools can significantly reduce costs due to their ability to reach large numbers of learners simultaneously without corresponding increases in resource use or instructor time. Furthermore, the advent of mobile apps for language learning has democratized access to language education, revolutionizing how students engage with new languages. These apps often offer free or low-cost versions that provide essential learning tools, making language learning more accessible to a broader audience (Miangah and Nezarat, 2012). Cognitive overload, which entails high demands on cognitive resources and causes weariness, is the first category of cognitive costs. The difficulties of learning new vocabulary, grammar, and pronunciation are indicative of this strain, which can momentarily impede cognitive abilities and even the effectiveness of speaking one's native tongue (Ginsburgh and Weber, 2020). Interference can also result from learning a second language, as the vocabulary and rules of the new language conflict with those of the native tongue, leading to misunderstandings and mistakes in both languages, particularly when under pressure (Bialystok, 2001).

### **2.1.2 Benefits of learning a second language**

Learning to speak two or more languages has several benefits. It has been demonstrated that learning a second language improves one's capacity for multitasking, critical thinking, and problem-solving. Research continuously shows that bilingual people frequently outperform

monolingual people on activities requiring a high degree of cognitive control and attention (Huang, Loerts and Steinkrauss, 2022). For example, Bialystok (2011) found that bilinguals show enhanced executive control which is crucial for tasks involving multitasking and decision making. Additionally, a study by Costa, Hernández, and Sebastián-Gallés (2008) indicated that bilinguals tend to outperform monolinguals in problem-solving tasks, suggesting a direct link between multilingualism and enhanced cognitive flexibility. These findings suggest that the benefits of learning a second language extend beyond mere communication skills, fostering deeper cognitive processes that are beneficial in various life contexts

From an economic standpoint bilingualism provides several opportunities in the global labor market. In fields where cross-cultural communication is essential, like international business, diplomacy, and education, proficiency in a second language is highly valued. Because they can bridge linguistic and cultural gaps and help their companies enter new markets, bilingual individuals are frequently viewed as advantages to their organizations. As a result, being multilingual may result in more income and job stability. Bilingual employees can make between 5% and 20% more per hour than those who speak only one language, according to economic studies (Saiz and Zoido, 2005). Additionally, businesses are seeking workers who can negotiate a variety of cultural and language contexts in an increasingly worldwide economy, which makes multilingual people particularly competitive in the job market (Fidrmuc and Fidrmuc, 2016).

Socioculturally speaking, learning a second language gives one access to diverse cultures, which can improve interpersonal and professional interactions and provide a better awareness of worldviews. In a globalized world, this cultural competency is becoming more and more important (Tender and Eichinger, 2020).

## **2.2 The relevance of the Portuguese language in the global context**

Portuguese has established itself as a language of global importance, as it is the official one in nine countries across four continents. With approximately 264 million speakers, Portuguese is the eighth most spoken language worldwide (Dyvik, 2024). The countries where Portuguese is an official language, collectively known as the Community of Portuguese Language Countries (CPLP), stretch from Latin America (Brazil) to Europe (Portugal), Africa (Angola, Mozambique, Cape Verde, Equatorial Guinea, Guinea-Bissau, São Tomé and Príncipe), and Asia (East Timor) (*Appendix 1*). CPLP was established July 17, 1996, and it has legal personality and is financially independent. Because of its wide geographic distribution, Portuguese has an unmatched global reach and its significance lies not only in its native-speaking population but also in its rising importance as a second language.

### **2.2.1 Historical and Cultural Significance**

The Portuguese language originated from Latin in the Iberian Peninsula, evolved into a distinct language by the 12th century. During the Age of Discovery in the 15th and 16th centuries, Portugal spread its language across many continents and became a global superpower. As the Portuguese Empire expanded throughout Africa, South America, and parts of Asia, it left linguistic and cultural legacy in its former colonies. Portuguese spread around the world, gaining popularity and becoming widely spoken outside of its European roots.

Portuguese's historical significance comes from its use as a *lingua franca* throughout this period, facilitating diplomatic treaties and trade agreements. The use of Portuguese in international negotiations is exemplified by documents such as the *Carta de Padrão* (Camões). Despite the relatively small population of Portugal at the time, the language became vital in connecting European, Asian, and African trade networks.

Portuguese and the legacy of these treaties are integral to the cultures of Lusophone (Portuguese-speaking) countries, contributing also to a shared cultural heritage. As matter of

fact, Portuguese was essential to philosophy, literature, and the arts as well. Poets and writers of international acclaim, such Fernando Pessoa and Luís de Camões, add to the language's cultural significance. In modern times, the language's ongoing literary significance is evidenced by world-renowned individuals like Nobel winner José Saramago.

Beyond its cultural contributions, Portuguese has grown to become a language of international diplomacy. Countries like Portugal and Brazil actively participate in global organizations such as the United Nations and the World Trade Organization, where Portuguese serves as a bridge for dialogue and cooperation.

The rich linguistic diversity within Portuguese-speaking countries further enhances their global identity. Each Lusophone nation has developed distinct dialects and cultural expressions, reflecting the adaptability of the language. For instance, Brazilian Portuguese differs significantly from European Portuguese in accent, vocabulary, and syntax, underscoring how the language evolves within varied cultural contexts (Posner and Sala, 2024).

### **2.2.2 Portuguese as an Economic Asset**

Portuguese has enormous economic potential, especially given the natural resources in Lusophone nations, even though it may not yet be able to compete with Mandarin or English in international trade. The substantial economic potential of the Portuguese language is demonstrated by the CPLP aggregate GDP, which surpasses \$2 trillion (Camões, 2022).

The largest Portuguese-speaking nation, Brazil, is a significant player in this economic bloc. With the ninth-largest economy in the world (Wellton, 2023), the country has established itself as a major force in global markets, especially in technology, energy, and agriculture. The country exports a lot of goods, including soybeans, iron ore, and petroleum, which increases the importance of Portuguese in global trade. Brazil's status as a BRICS nation confers further significance on Portuguese's economic standing. As Brazil continues to expand its commercial

links with China and other emerging countries, the demand for Portuguese-speaking people in international business and commerce is likely to rise. Additionally, Lusophone nations are now part of China's Belt and Road Initiative, which strengthens trade ties between Portuguese-speaking countries and Asia (Vogt, 2017).

Portuguese-speaking African nations, particularly Angola and Mozambique, are emerging as important economic players due to their abundant natural resources, including oil, gas, and minerals. These nations are becoming significant players in the global energy sector as a result of the twenty-first century's growing demand for energy. Furthermore, there are strong ties between the Portuguese-speaking world and global trade networks, particularly with emerging African markets and the European Union.

Looking ahead, Portuguese language's position on the international scene will probably be strengthened by Brazil's ongoing economic growth and the strategic significance of Portuguese-speaking African nations in the world's energy and natural resource markets, maintaining Portuguese as a crucial language for international trade.

### **2.2.3 The Digital Expansion of Portuguese**

In recent years, Portuguese has become one of the fastest-growing languages on the internet. In terms of social media interaction and the production of digital content, it has one of the fastest growth rates and is the sixth most used language on the Internet (Correia, 2022). In order to foster cultural interaction and ease trade between Lusophone nations and their trading partners, this online presence is crucial. Online Portuguese language courses have become more popular as a result of Portuguese's use in digital media. While expert learners may access a multitude of Portuguese-language information on YouTube and podcasts, platforms such as Duolingo, Babel, and Rosetta Stone provide thorough courses for beginners. Portuguese is now more widely available digitally, which encourages more individuals to learn it as a second language.

The rise in digital usage has increased the language's impact in international communication and made it easier for Lusophone people to interact and communicate beyond national boundaries. Portuguese is now more widely available than ever thanks to the growth of online learning, allowing people from all over the world to acquire and use the language for either personal or professional purposes.

#### **2.2.4 Portuguese as a Second Language**

The relevance of Portuguese as a second language has expanded significantly in the 21st century. Increasing globalization, Brazil's rising geopolitical and economic influence, and the growth of Portuguese-speaking communities in countries like the United States have driven interest in learning Portuguese (FLAD, 2023).

Another important factor in the promotion of Portuguese has been educational programs. The establishment of Portuguese-language programs at colleges and institutions around the world has been made possible in large part by the Camões Institute, which promotes the teaching of Portuguese worldwide. These programs have contributed to a growing number of non-native speakers learning Portuguese, particularly in countries like China, India, and the United States, where Portuguese is gaining traction as a second language.

Portuguese's status is further enhanced by the fact that it is recognized as a working language by numerous international organizations, placing it as an essential tool for international cooperation and acknowledging its relevance in diplomatic and economic contexts. In fact, the African Union and the European Union have integrated Portuguese into their linguistic frameworks, and in the United States, it is one of the fastest-growing foreign languages in terms of enrollment (Lusin et al., 2023). This growth is particularly noticeable in states like Massachusetts and California, where there are large Brazilian and Portuguese immigrant

communities. These communities have contributed to a demand for Portuguese language courses, both for heritage speakers and for students interested in business or travel.

### 3. Statistics on Learning a Second Language: US and Europe

Second-language learning patterns reveal significant regional and institutional differences, shaped by cultural priorities, educational policies, and demographic factors. This section examines data from the United States, focusing on higher education, and from Europe, using data on upper secondary education. While the comparison involves distinct educational stages, it highlights broader societal attitudes and institutional frameworks influencing language learning.

#### 3.1 Language Learning in Europe: Upper Secondary Education

Foreign language learning is a critical component of European education systems, with approximately 48.7% of upper secondary students in the EU studying at least two foreign languages as of 2022 (EUROSTAT 2024).

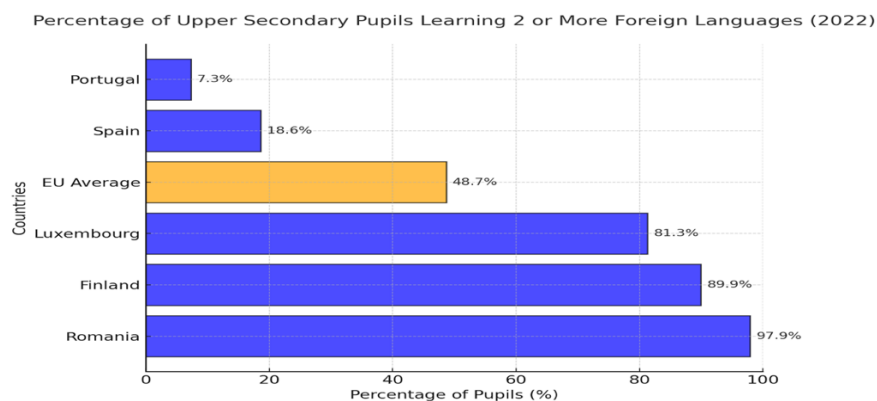


Figure 1. Percentage of Upper Secondary Pupils Learning 2 or More Foreign Languages in 2022

English remains the dominant second language across Europe, studied by 87% of upper secondary pupils in 2022. Countries such as Malta, Sweden, and Liechtenstein report universal uptake (100%), reflecting English's role as the dominant second language. On the other hand, Denmark was the only EU country where less than two thirds of upper secondary pupils were learning English.

## Group part

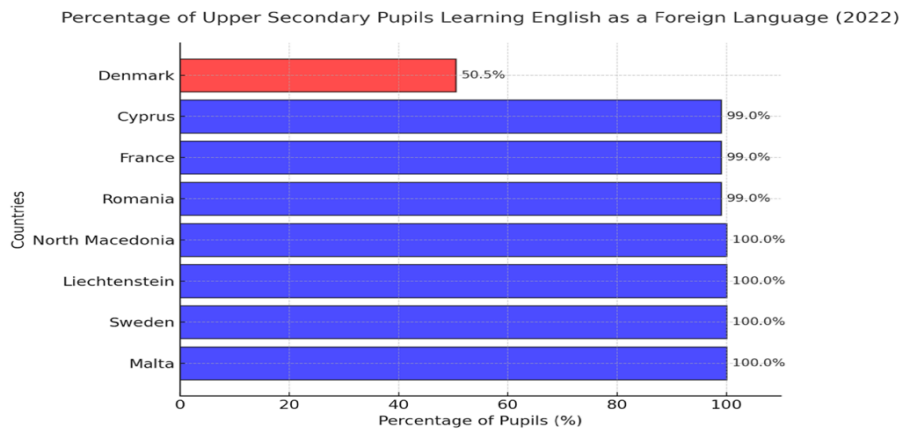


Figure 2. Percentage of Upper Secondary Pupils Learning English as a Foreign Language in 2022

Interestingly, vocational education programs lag behind general programs in English language uptake (76.3% vs. 96.3%), highlighting disparities in language acquisition across educational tracks. Countries like Luxembourg and Romania lead in multilingual efforts, with over 80% of students learning two or more foreign languages. By contrast, Portugal demonstrates lower engagement, with only 7.3% of upper secondary students studying multiple languages. These patterns reflect Europe's strong institutional support for early multilingualism, particularly in general education tracks.

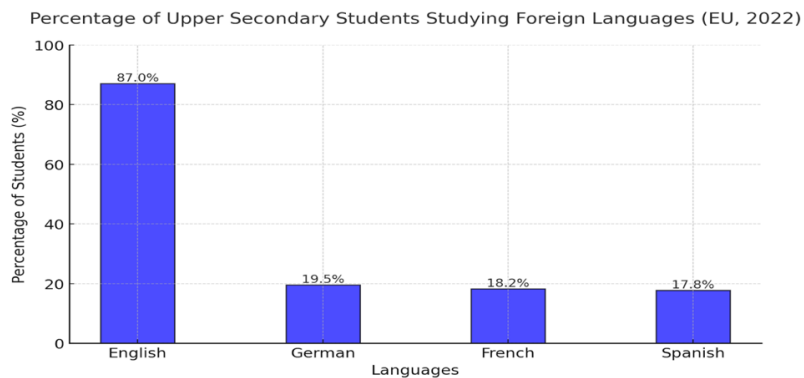


Figure 3. Percentage of Upper Secondary Students studying foreign languages in 2022

In contrast to English, the distribution of other languages such as German, French, and Spanish reveals more regionalized patterns. German is prevalent in Luxembourg (72.5%) and Poland (62.7%), while French dominates in Romania (84.9%) and Spanish in France (59.3%). The significant disparity between general and vocational education programs is most pronounced

for Spanish, with 27.1% of general program students learning Spanish compared to just 6.8% of vocational students (*Appendix 2*).

Between 2013 and 2022, there has been a steady rise in English learning across most EU countries, with Greece showing the largest increase (+10.1 percentage points). However, French has seen a decline in most countries, except for Greece (+18.0 points). Spanish, on the other hand, is gaining traction, with Poland experiencing a 7.5-point increase.

The increasing uptake of English across Europe supports the EU's broader goal of fostering a unified labor market. However, the decline in French and regional disparities in German learning indicate potential barriers to multilingualism, particularly in vocational tracks. The steady increase in Spanish uptake reflects a growing cultural and economic interest in Iberian languages. This trend creates an opportunity for Portuguese, a language with over 260 million speakers globally, to establish a stronger presence in European curricula, particularly given Portugal's role as an EU member state and the language's global reach

### **3.2 Language Learning in the United States: Higher Education**

In the U.S., second-language learning primarily occurs in higher education due to the absence of widespread language mandates in earlier schooling. Data from the Modern Language Association, indicates a 15.9% decline in overall foreign language enrollments between 2016 and 2021 (Lusin et al. 2023). This decline is partially attributable to decreasing university enrollments overall, which fell by 8.0% during the same period. According to Paula Krebs, executive director of Modern Language Association, the decline could be caused by a cut on funding from the government ever since the economic crises hit the US (Quinn, 2023). However, the sharper decline in language enrollments—down 16.6%—signals additional factors, such as changing student interests and institutional shifts.

## Group part

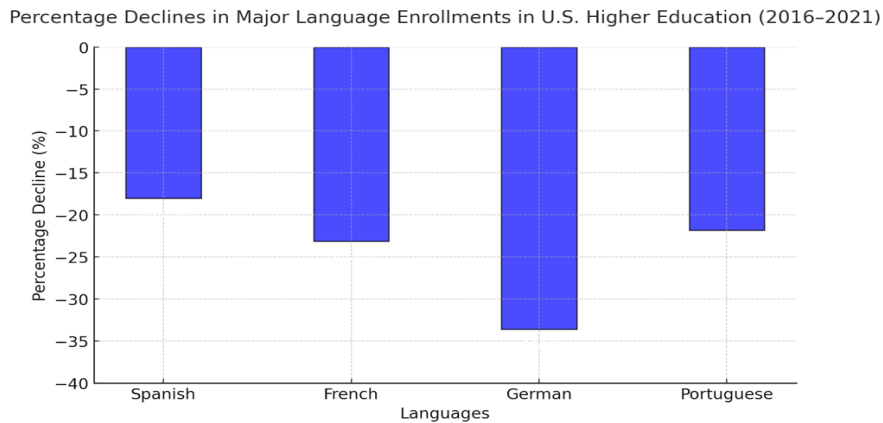


Figure 4. Percentage Declines in Major Language Enrollments in U.S. Higher Education from 2016-2021

Spanish remains the most studied language, accounting for over 50% of total enrollments, followed by French and German. Yet, Spanish enrollments declined by 18%, and the drops were steeper in two-year colleges (26%) than in four-year institutions (15.7%). Similarly, French and German enrollments fell significantly by 23.1% and 33.6%, respectively, mirroring trends observed in Europe, where interest in traditional European languages has waned. Portuguese enrollments also decreased by 21.8%, with a dramatic 47.1% drop in two-year colleges.

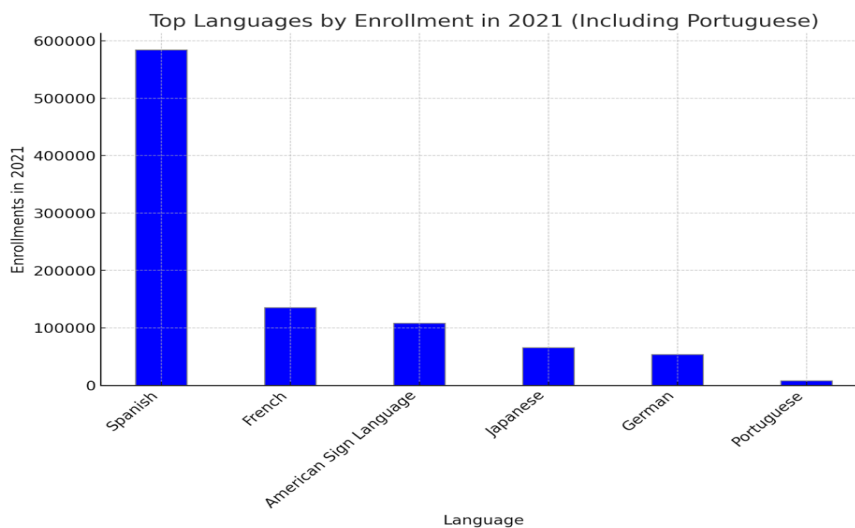


Figure 5. Top Languages by Enrollment in 2021 (Including Portuguese)

Institutional factors further contribute to these declines. Between 2016 and 2021, the number of language programs fell by 8.2%, shrinking from 11,734 to 10,773. Community colleges have been particularly affected, as budget constraints and shifting priorities reduced the availability

of language courses. These closures disproportionately impact access for underserved populations, where community colleges play a vital role in education.

Despite these overall declines, interest in certain languages, such as Korean (up 38.3%) and American Sign Language (up 1.6%), has grown, driven by cultural trends and career motivations. Lesser commonly taught languages (LCTLs), including Portuguese, now represent a slightly larger share of enrollments (2.6% in 2021), despite an overall decline of 6.8% in this category. Notably, Portuguese maintains a 3:1 ratio of introductory to advanced enrollments, suggesting a consistent interest among students to advance beyond basic proficiency.

The COVID-19 pandemic further amplified challenges in language education, particularly in community colleges. The pandemic's disruptions accelerated enrollment declines and forced many institutions to cut language programs, exposing systemic vulnerabilities. These trends highlight the urgent need for strategic interventions to sustain and expand access to second-language education in U.S. higher education.

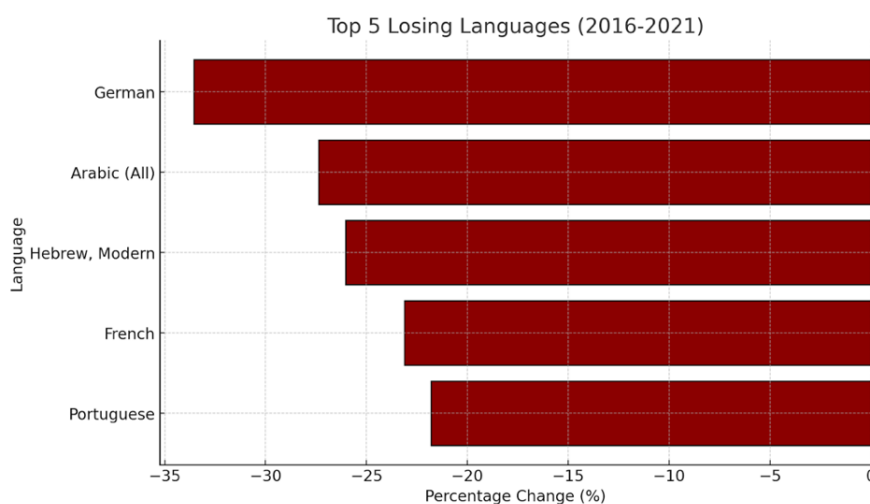


Figure 6. Top 5 Losing Languages in US Higher Education (2016-2021)

#### 4. Institutional map

In today's globalized world, the proficiency in multiple languages is not just an asset but a necessity in various academic, professional, and social contexts. This chapter delves into the language education strategies of five distinct institutes, each specializing in teaching different

languages: English, Spanish, French, German, and Portuguese. The analysis discusses the popularity, focus and global presence of each language (*Appendix 3*). The English institute leads with around 50 million learners in 110 countries, reflecting its global significance. The Spanish institute follows with 25 million students in 50 countries, capitalizing on its relevance in the Americas. The French institute, with fewer enrollees, likely focuses on specialized academic and professional needs (*Appendix 3*). Despite being smaller, Portuguese and German institutes serve specialized markets in Lusophone nations and Europe's biggest economy, respectively.

## **4.1 Teaching European languages as second language**

### **4.1.1 British Council**

The British Council, established in 1934, serves as the United Kingdom's principal organization for promoting international cultural relations and educational opportunities. Through the arts, culture, education, and English language, it seeks to foster mutual understanding and trust between the UK and other countries. In 2022-2023, the organization reached an estimated 600 million people worldwide, with over 54 million individuals engaging specifically in English language programs in over 110 countries, highlighting its significant role in promoting English as a second language (ESL) (British Council, 2023).

The British Council's main goals, which are in line with its Royal Charter, are to promote English language proficiency, foster international cultural relationships by increasing global knowledge of the UK, its values, and its cultural legacy, and encourage educational cooperation and collaboration. In the domain of English as a Second Language, the Council focuses on improving access to high-quality English education and assessments, building global proficiency, and using language as a tool for fostering trust and understanding. Its strategic priorities for 2022-2023 emphasized a unique mix of digital and face-to-face engagement, allowing for scalable and inclusive programs.

When assessing the British Council's efficiency, factors like the effectiveness of its programs, its financial viability, and its conformity with the foreign policy goals of the UK government are all taken into account. Therefore, to evaluate the impact of its ESL initiatives, the British Council employs robust criteria, focusing on reach and engagement, skill development impact, satisfaction metrics, and economic contributions. These include measuring the number of learners, teachers, and institutions engaged through digital and physical platforms, tracking quantifiable improvements in English proficiency, collecting feedback through surveys to gauge satisfaction and program effectiveness, and analyzing the role of English proficiency in fostering economic opportunities such as employability and access to higher education.

Looking ahead, there are several recommendations to enhance the impact of the British Council's ESL programs. First, expanding digital access through investments in online platforms can narrow accessibility gaps, particularly in remote and underserved regions. Second, learner engagement and results can be enhanced by creating localized content that is suited to regional and cultural needs. Third, expanding collaborations with educational institutions and municipal governments can increase outreach and resource efficiency. Lastly, sustained success will be ensured by implementing improved data-driven ways to monitor learning outcomes and dynamically modify strategies based on evidence.

#### **4.1.2 Instituto Cervantes**

The Instituto Cervantes, established in 1991 by the Spanish government, is a nonprofit organization devoted to promoting the Spanish language and spreading the culture of Spain and Spanish-speaking countries worldwide. The organization provides Spanish language instruction to students at all proficiency levels through its extensive network of institutions, which is dispersed over 100 cities in 50 countries. In 2023 more than 23 million people studied Spanish as a second language, highlighting its global impact.

## Group part

One of the institution's primary objectives is to raise the standard and accessibility of Spanish language instruction across the globe. In order to uphold high standards in education, the organization also works with other educational establishments to incorporate Spanish into their curricula and supports teacher preparation initiatives. Additionally, the institution's strategy centers on promoting Spanish through cultural activities that highlight the language's rich cultural legacy. Literary festivals, cinema screenings, art exhibits, and academic seminars are a few examples of these events. In this way the Instituto Cervantes maintains Spanish importance in the domains of trade, diplomacy, education, and culture.

The Instituto employs several criteria to assess how well its language courses are working. These include rates of student enrollment and retention, which are useful indicators of how appealing and successful a course is. These measurements are gathered from the institution's vast global network of centers, and they are compared annually to spot patterns. For instance, if enrollment in a particular nation declines, the university may look into regional causes or modify its marketing plans to address the problem. Proficiency outcomes are also crucial, with certifications like the DELE (Diplomas of Spanish as a Foreign Language) providing internationally recognized qualifications that attest to a learner's Spanish proficiency. Feedback and satisfaction surveys among students and faculty further inform ongoing improvements in teaching methods and materials.

In 2023 the Instituto Cervantes announced new centers and expansions in a few towns, including Edinburgh, Rabuni, Melbourne, and Salónica (Instituto Cervantes, 2023). These announcements represented strategic expansion in areas where interest in Spanish language and culture were growing. By entering these new markets, the organization would be able to further shape the narrative surrounding the significance of Spanish while simultaneously keeping pace with global demographic and economic developments. However, looking forward, the Instituto Cervantes could amplify its impact by expanding online learning platforms like AVE Global,

which would make Spanish language learning more accessible globally. Exchange programs and cooperative cultural projects might be made possible by cooperative alliances with educational institutions around the world, which would enhance even more the educational process. Additionally, developing innovative programs tailored to specific needs, such as business Spanish or medical Spanish, would serve a larger audience. Lastly, enhancing cultural promotions through more comprehensive cultural experiences like art exhibitions and culinary events would deepen cultural appreciation and understanding, making the language learning experience more enriching.

#### **4.1.3. Alliance Française**

The institution is dedicated to the promotion of the French Language globally, offering French courses to over half a million learners in 135 countries, with a network of more than 800 centers. Its wide network allows the foundation to foster cultural and educational exchanges that promote French and Francophone cultures worldwide.

The foundation is in the upfront run in adapting to new challenges such as digital transformation and global socio-political shifts by supporting and using its large network. It focuses on creating local ties by encouraging grassroots activities that support education and cultural initiatives, tailored to the needs of each unique host country.

The Alliance Française network, guided by the Foundation Alliance Française, evaluates its effectiveness through various performance metrics, including the number of students enrolled in French language courses, certifications obtained, cultural events organized, new centers established and the level of self-financing achieved by each center. Additionally, annual questionnaires filled out by each Alliance Française help assess their activities across the global network periodically.

## Group part

The foundation compiles data on key indicators like course hours sold, certifications issued, and financial performance. These metrics are analyzed and aggregated at both local and global levels to provide insights into the performance of individual centers and the overall network. Tools such as "The Journal of Indicators" provide a worldwide snapshot, while regional data is collated in six geographical booklets.

Metrics include the number of hours of French language courses sold (21 million in 2023), cultural event attendance (2.7 million spectators), and financial turnover (210 million euros) (The Fondation des Alliances Françaises, 2024).

These are aggregated from local centers and analyzed for trends and performance improvements across regions. Data is collected via an annual questionnaire from all Alliance Française centers. Regularly, recommendations for the future of the institute are shaped through participative workgroups and collaborative platforms such as *IntrAlliances*, which fosters dialogue between different centers worldwide. These platforms allow experts, directors, and other stakeholders to engage in discussions about future strategies. In addition, the foundation hosts global and regional congresses to discuss strategic priorities and challenges. These recommendations are shared through various channels such as reports, newsletters, and direct communication with center directors and other stakeholder

### **4.1.4. Goethe Institut**

The Goethe-Institut's is the cultural institute of the Federal Republic of Germany. Present in 109 countries, with 151 Goethe-Institutes, specifically, the institution aims to foster international cultural exchange, emphasizing cultural understanding through its global network, promoting dialogue between Germany and the world. The institution works to integrate the teaching of German into educational systems worldwide, supporting German language teacher and offering various learning opportunities both digital and in-person (Goethe Institut, 2024).

## Group part

The Goethe-Institut evaluates its success through various indicators. With around 20,000 cultural events annually, the institute assesses its impact on cultural engagement by tracking both the number of events and the respective participation levels. Additionally, the progress and success of its German language promotion is measured by the number of students enrolled in its courses, last counted as 269,000 globally, and the certifications earned. Currently more than 750,000 people take a German exam at the institute or at its partner locations annually.

The effectiveness of its partnerships with educational and cultural institutions worldwide is a key indicator, as these collaborations help to deepen global engagement. The Goethe-Institut tracks performance through event metrics, types of collaborations, and annual regional reports. It aligns projects with the UN's SDGs, focusing on education, climate, equality, and justice, while promoting sustainability under Vision 2026. Additionally, digital engagement is monitored through online platforms and virtual events, reflecting its global reach and impact.

Recommendations for the future of the institute are developed and communicated through a combination of participatory planning, strategic reviews, and global conferences. The institution uses its "Vision und Strategy 2026" outlined in a series of six key objectives and 23 action fields to set clear, actionable goals for the coming years, focusing on areas like sustainability, digitalization, and cultural collaboration. The Goethe-Institut employs a participatory approach, focusing on gathering ongoing feedback from its global network of partners and stakeholders. This allows the institution to adapt its strategies based on current global trends and the evolving needs of its audience. (Goethe Institut, 2023)

### **4.1.5 Instituto Camões**

Camões - Instituto da Cooperação e da Língua (Camões, I.P.) is a key institution in Portuguese foreign policy, tasked with promoting the Portuguese language and culture internationally and managing Portugal's development cooperation efforts. This unique combination of

responsibilities—language promotion, cultural diplomacy, and development cooperation—sets Camões apart from many similar institutions.

The organizational structure of Camões revolves around its three primary functions: language promotion, cultural diplomacy, and development cooperation. Each of these pillars is managed by specialized departments that collaborate with one another to fulfill the institute’s overarching goals.



Figure 7. Organizational chart of the Instituto Camões focusing on the Directorate of Language Services

One of the fundamental missions of Camões is to promote the Portuguese language across the globe. This is achieved through a range of activities, including direct language teaching, partnerships with educational institutions, and supporting the inclusion of Portuguese in national curricula in various countries. At present, Camões operates over 70 cultural and language centers worldwide, providing Portuguese language courses and hosting cultural activities. The institute partners with universities and educational institutions in more than 80 countries, supporting Portuguese language courses, organizing *Leitorados* programs, and establishing Portuguese language departments. Additionally, the institute supports the training

of Portuguese language teachers and provides certifications to students and professionals in collaboration with local education ministries.

In addition to language promotion, Camões is responsible for enhancing the visibility of Portuguese and Lusophone cultures abroad. This includes supporting a wide range of artistic, cultural initiatives, and actively promoting Portuguese artists by providing international platforms for their and supporting translation initiatives for Portuguese literature. These activities help solidify the role of Portuguese culture as a significant contributor to global cultural heritage, increasing the visibility of Portugal and other Lusophone countries on the world stage.

Another essential pillar of Camões' mission is managing Portugal's development cooperation efforts, particularly with Lusophone countries in Africa and Timor-Leste. Camões administers a range of projects aimed at improving governance, human rights, education, and institutional capacity-building in these regions. The institute also plays a key role in managing EU-funded cooperation projects and other triangular cooperation partnerships, particularly in areas like institutional capacity-building and social development.

One of Camões' organizational strengths, as it operates under the auspices of the Portuguese Ministry of Foreign Affairs, is its ability to form strategic partnerships with a wide array of stakeholders, including government institutions, international organizations, private companies, and non-governmental organizations (NGOs). This inter-ministerial collaboration ensures that Portugal's foreign policy objectives are aligned across different sectors, particularly when it comes to the promotion of the Portuguese language and international development efforts.

## **5. Quantitative Analysis**

The statistical analysis of *leitorados* across continents provides critical insights into the global distribution and strategic emphasis of Portuguese language promotion. As illustrated in the

## Group part

world map below, Instituto Camões operates 251 *leitorados* across 70 countries. The map employs a color gradient to indicate the number of *leitorados* per country, with vibrant colors representing more than three *leitorados* and lighter shades indicating one or two *leitorados*. Bulgaria leads in the number of *leitorados* with a total of 21, closely followed by the US with 19. This distribution underscores a dual focus: consolidating the presence in regions with established linguistic and cultural connections while expanding into areas of growing academic and economic relevance. (Appendix 4).

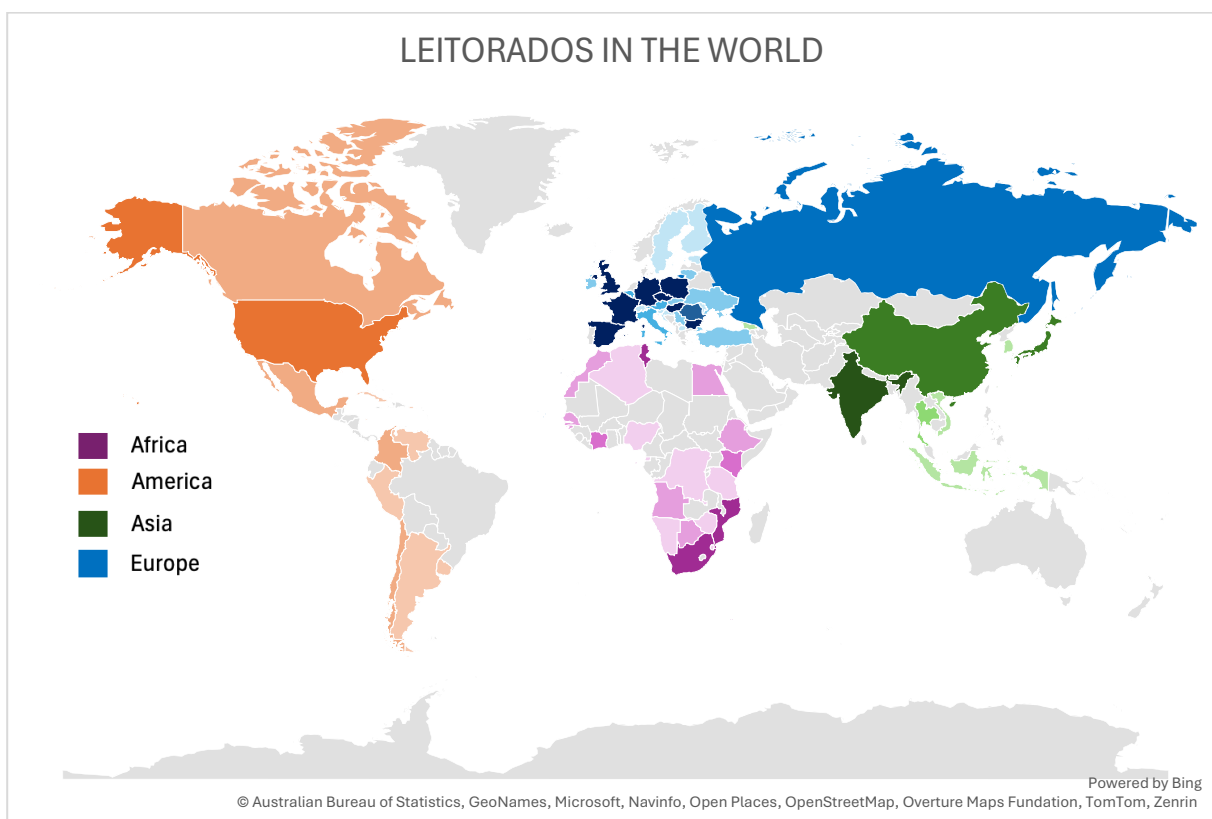


Figure 8. Distribution of *Leitorados* around the world

Europe remains the central focus of the Instituto Camões' *leitorado* network, hosting more than half of all *leitorados*. This concentration reflects the historically European-centric nature of Portuguese language promotion, reflecting deep cultural and historical connections. Africa follows with 50 *leitorados*, signaling its importance as a region with strong Lusophone ties. The Americas, accounting for 36 *leitorados*, represent a growing area of interest, particularly

given the increasing relevance of Portuguese in countries like the United States and Brazil’s cultural influence. Asia, hosting 23 leitorados, reflects the smallest share but highlights potential for future expansion as economic and educational connections with Lusophone countries continue to grow.

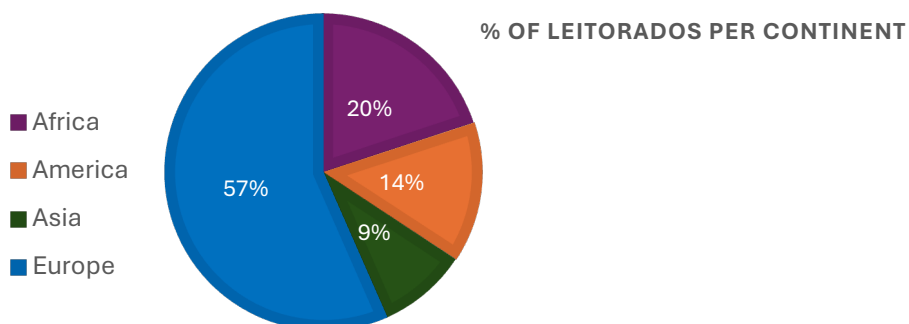


Figure 9. Percentage of *Leitorados* per continent

Similarly, Europe leads in the percentage of cities with most *leitorados*, followed by Africa, the Americas, and lastly the Asian continent occupying the smaller share. These statistics underscore a concentration of resources in Europe, where cultural and linguistic connections to Portuguese-speaking nations are more historically entrenched.

The distribution of *leitorados* across universities highlights regional disparities (*Appendix 5*). Overall, 82.47% of *leitorados*, equivalent to 207, are present at universities. Europe and the Americas lead, with the majority of their *leitorados* integrated into higher education institutions, reflecting their established roles in promoting Portuguese language in higher education. In contrast, Africa and Asia, while showing strong rates of university-based *leitorados*, have fewer in absolute terms, pointing to potential for further expansion.

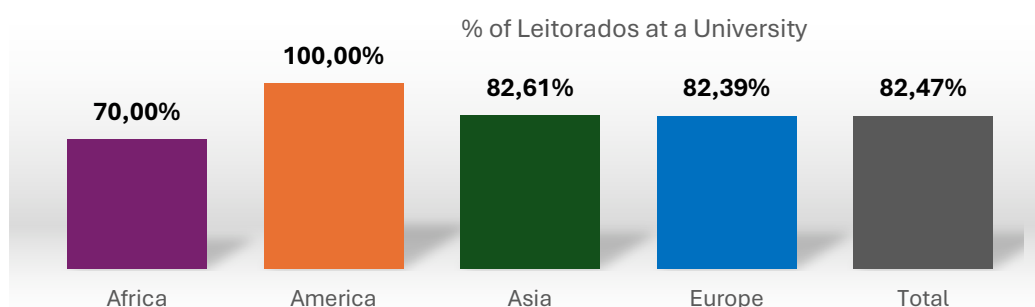


Figure 10. Percentage of *Leitorados* at a University

## Group part

The distribution of *leitorados* in countries that were former Portuguese colonies reveals a notable imbalance. Africa hosts the largest share of *leitorados* in former colonies, Asia also shows some representation, while the Americas have minimal presence, and Europe not surprisingly lacks any *leitorados* in former colonies. Overall, most *leitorados* are located in non-colonial countries, 233 out of 251, highlighting a strategic focus on extending the reach of Portuguese beyond its traditional cultural and historical boundaries. While the majority of *leitorados* are located in non-colonial countries, the historical connections in former colonies present significant opportunities to expand Portuguese language education in these regions, where shared cultural and linguistic heritage could encourage greater engagement. (Appendix 6).

The gender distribution analysis of the *leitores* within Instituto Camões highlights notable regional and overall trends as demonstrated in the graphic below.

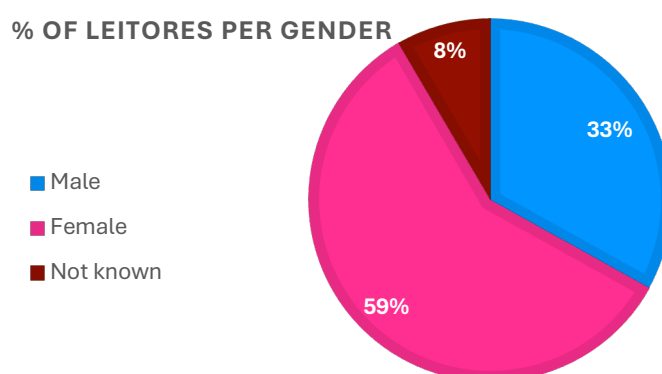


Figure 11. Percentage of Leitores per gender

Female *leitores* represent the majority in all regions, with their highest representation in Europe. Similarly, in Africa and America, women constitute more than half of the vacancies respectively. Asia, however, shows a relatively lower percentage of female *leitores*, at 35%. Male *leitores* make up 33%, globally, with their highest representation in Asia and the lowest in Africa. “Not Known” positions, indicating vacancies where no fixed *leitor* has been assigned, account for 8.37% of the total *leitorados* worldwide. The analysis reveals a clear gender disparity, with women consistently dominating the *leitorados* across most regions, particularly

in Europe and Africa. Male representation is relatively consistent but remains secondary to females in all regions (*Appendix 7*).

The distribution of *leitorados* in capitals varies significantly across regions, reflecting differing priorities and logistical considerations. Globally, 43.82% of *leitorados* are based in capitals, but this average masks notable disparities (*Apendix 8*). In Africa, a majority are concentrated in capitals, highlighting the role of urban hubs as key centers for education, culture, and administration. Asia follows a similar trend, with a possible strong focus on capitals to meet concentrated demand. In contrast, the Americas and Europe exhibit more decentralized patterns, with fewer *leitorados* in capitals. This decentralization in Europe, despite its large number of *leitorados*, reflects the spread of academic and cultural institutions beyond major cities, emphasizing a broader regional approach.

The analysis of official languages in the 70 countries hosting *leitorados* reveals significant linguistic diversity across continents (*Appendix 9*). In Africa, nearly half of the countries recognize non-European languages as official, showcasing the continent's multilingual richness, but also European languages such as English and Portuguese hold a strong presence in several countries. In the Americas, Spanish is the predominant official language, followed by English, while French plays a minor role. Asia's linguistic landscape is distinct, with all countries recognizing non-European languages as official, and only one country each adopting English or Portuguese. Europe, meanwhile, is dominated by "Other European" languages, accounting for 82%, such as Italian and Dutch, alongside smaller shares of German, French, and English, which primarily serve as global lingua franca rather than regional official languages.

Globally, European languages dominate as official languages in countries with *leitorados*, while Portuguese has a modest presence. This distribution points to opportunities for expanding

the influence of Portuguese in regions where multilingualism is already a strong feature, particularly in contexts where higher education can drive interest in the language.

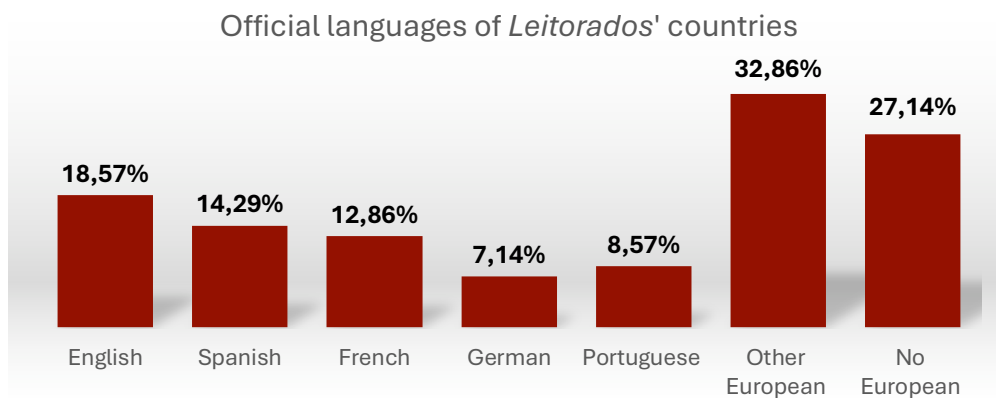


Figure 12. Official languages of countries with *Leitorados*

The histogram analysis of GDP per capita for countries with *leitorados* reveals significant disparities and highlights the economic diversity of these nations. The distribution is heavily right-skewed with the majority of countries concentrated in the lower GDP per capita intervals, while a long tail extends toward wealthier nations. The GDP per capita for the countries with *leitorados* ranges from a minimum of \$603 to a maximum of \$119,984 (in thousands of USD), showcasing a wide economic spectrum, from low-income to high-income countries (*Appendix 10*). The first interval  $[0; 10,000[$  is the most populated, containing 35 countries, which accounts for 50% of the total dataset. This indicates that half of the countries with *leitorados* fall into the lower-income category, with GDP per capita below \$10,000. Countries with GDP per capita exceeding \$60,000 are rare, reflecting a gap in this economic range.

Group part

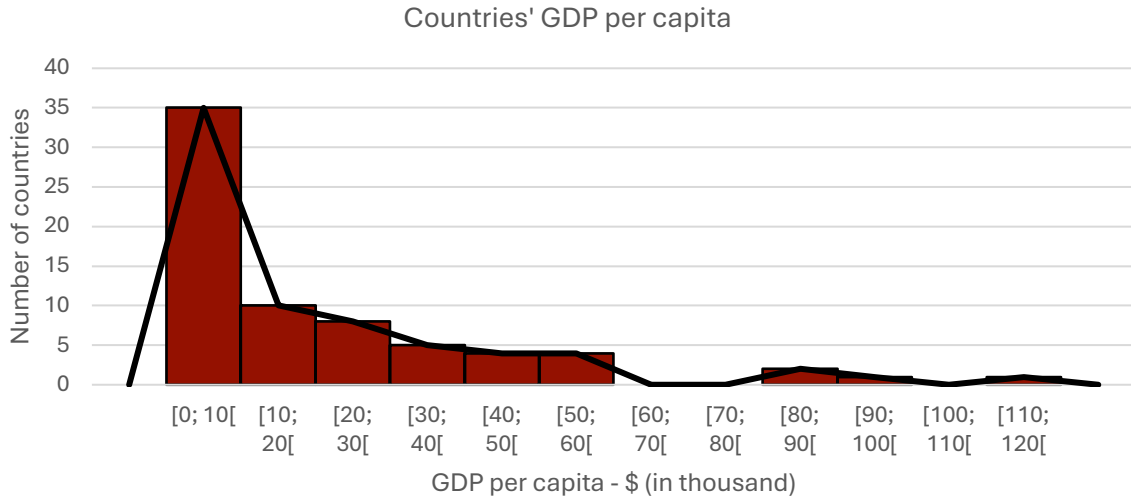


Figure 13. Histogram of Countries GDP per capita with *leitorados*

The histogram below represents the distribution of GDP per capita across cities that host *leitorados*, showcasing a diverse economic landscape across 178 cities. The GDP per capita of the cities ranges from 500\$ to 144,399\$, indicating a vast economic disparity among the cities with *leitorados*. The upper range represents cities in wealthier countries, while the lower range encompasses cities in less economically developed regions. The data is right-skewed, with a majority of cities falling into the lower GDP per capita intervals and a diminishing frequency of cities as GDP increases.

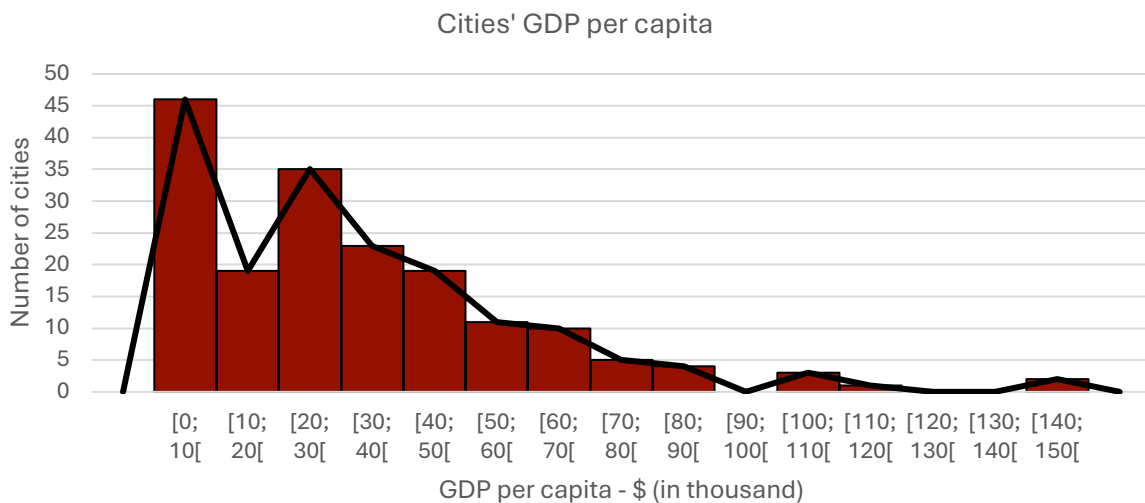


Figure 14. Histogram of Cities GDP per capita with *leitorados*

The largest proportion of cities is found in the [0; 10,000[ interval, which contains 46 cities, accounting for 25.8% of the total. This indicates that more than a quarter of the cities with *leitorados* are in regions with relatively low GDP per capita. The second-largest group falls into the [20,000; 30,000[ interval, with 35 cities (19.7%). Together, the first three intervals account for 58.6% of all cities, reflecting a strong concentration of *leitorados* in cities with lower to moderate GDP per capita. Extremely wealthy cities, with a GDP per capita over 100,000 are rare, with only 6 cities in total (3.4%). These cities represent affluent urban centers in countries with high GDP per capita (*Appendix 11*)

The distribution of *leitorados* based on their distance (in kilometers) from city centers is represented by the following histogram.

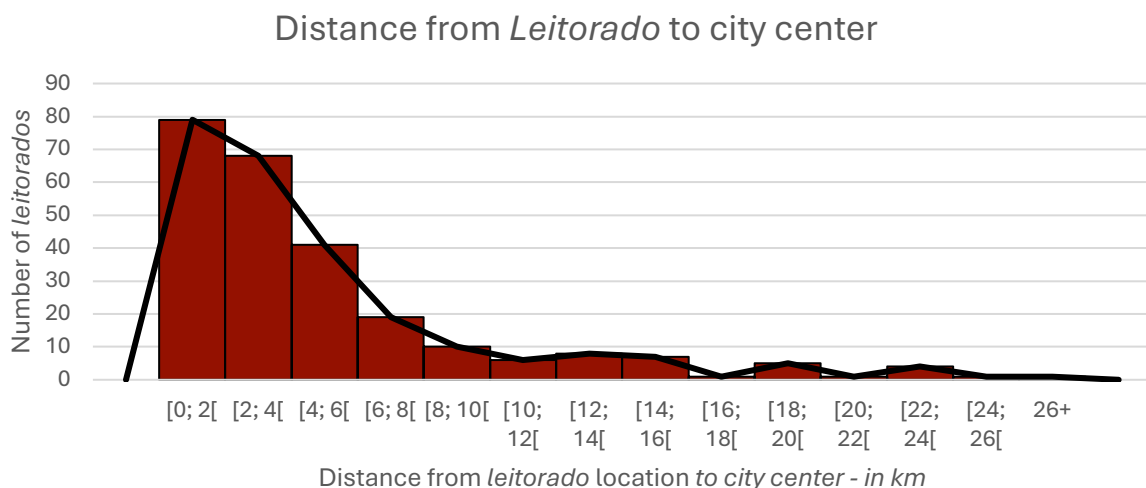


Figure 15. Histogram of distance from *Leitorado* to city center

The distances span from 0 km (indicating proximity to city centers) to over 26 km (represented by the "26+" interval). The data is grouped into intervals of 2 km, providing a detailed segmentation of distances. The data exhibits a strong left-skew, with the highest concentration of *leitorados* in the intervals closest to city centers. This reflects the strategic preference for central, urban placements. A significant majority of *leitorados* are located close to city centers.

## Group part

Combined, the first two intervals, with a distance up to 4km account for 58.56% of all *leitorados*, reflecting a strategic emphasis on central, accessible locations (*Appendix 12*).

Moreover, we analyzed the distribution of *leitorados* across countries based on their gross enrollment ratio (GER) in tertiary education, ranging from a minimum of 5.2 to a maximum of 127.6. We utilized data from 2022 in cases where 2023 data was unavailable, assuming minimal changes between the two years while acknowledging the possibility of variation. Additionally, there are 15 missing values in the dataset. This wide range illustrates significant variation in tertiary education participation among countries with *leitorados*.

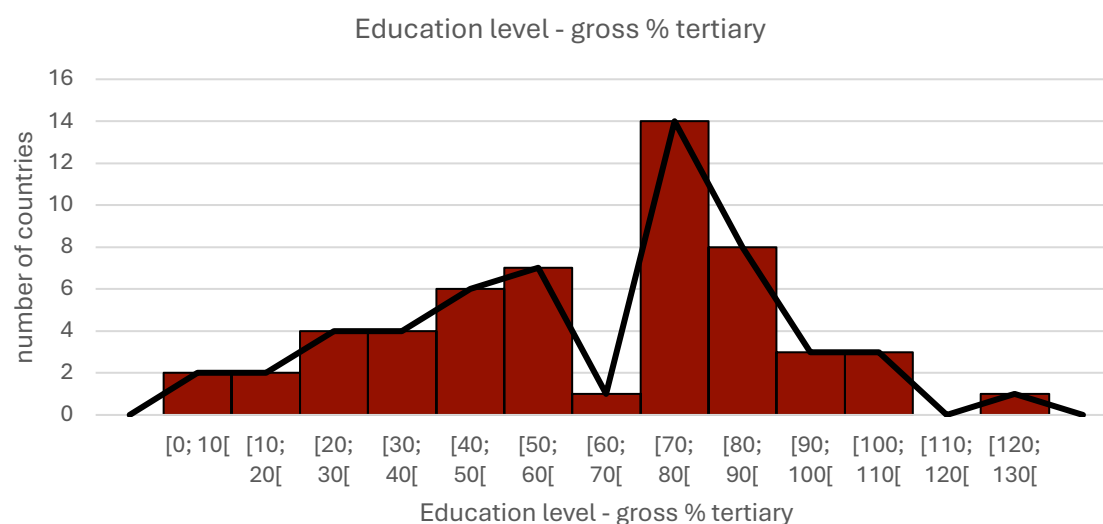


Figure 16. Histogram of education level (gross enrollment ratio in tertiary education) of countries with *leitorados*

The majority of *leitorados* are situated in countries with moderate gross enrollment ratios (GER), particularly in the [70–80) range, which accounts for 14% of all *leitorados*. This reflects a focus on countries with well-developed tertiary education systems that can effectively support such programs. In contrast, countries at the extremes—those with very low GER ([0–10)) or very high GER ([120–130[)—host very few *leitorados*, indicating limited engagement in regions with either weaker academic infrastructure or saturated education systems. (*Appendix 13*).

## **6. Public Policies to Expand Portuguese as a Second Language**

### **6.1 Policy frameworks for language growth**

In an increasingly globalized world, language skills extend beyond cultural boundaries to become significant economic assets. For both individuals and countries, being multilingual is not only a social asset but also an essential part of economic strategy. Therefore, using Portuguese as a case study, this chapter explores the economic effects of language learning and analyzes effective language policy initiatives to draw practical conclusions for the global expansion of Portuguese language education.

As mentioned before, Portugal's colonial and post-colonial interactions have had a significant influence on the historical spread of Portuguese on a global scale. Portuguese was first used in different populations throughout many continents as a crucial way of communication after the maritime exploration and colonization. However, nowadays, the forces behind the development of Portuguese as a second language have changed significantly. While colonial efforts served as the foundation for historical expansion, modern initiatives are driven by educational programs and economic motivations. This change reflects a more comprehensive view of language as more than just a cultural legacy, but also as a strategic economic instrument. As a way to improve economic mobility and global competitiveness, governments and educational institutions are investing in language instruction as they become more aware of the advantages of multilingualism. The 2018 study by Ginsburgh and Weber emphasizes how linguistic policies have a big impact on economic outcomes. They argue that effective language policies should not only promote the broad adoption of a language but should also be deliberately integrated with national and international economic strategies. More economic integration, better employment opportunities for people, and new markets for companies can all be facilitated by such policies. In this way, the deliberate promotion of Portuguese is viewed as an essential part of economic growth as well as a cultural or educational agenda. Furthermore,

Ginsburgh and Weber emphasize the importance of aligning language policies with cultural objectives to ensure the target audiences find them interesting. This alignment enhances the receptivity of language programs, making them more effective and sustainable. These policies can promote more economic cooperation and cultural interaction between Portuguese-speaking countries as well as between these countries and the rest of the world by utilizing the cultural diversity and economic potential of the Portuguese-speaking world. Effective language policies are designed to create environments where language learning is not only encouraged but also seen as beneficial in multiple aspects of life (Tender and Eichinger, 2020). For instance, policies that promote language learning as a means of economic opportunity can motivate individuals to learn new languages to improve their job prospects or to participate more fully in the global economy. Similarly, language policies that underscore the importance of cultural exchange can enhance cultural understanding and appreciation, further motivating individuals to learn new languages. "Language planning" involves intentional attempts, motivated by political, economic, or cultural factors, to influence the function, structure, or acquisition of languages within a specific community (Kaplan and Baldauf, 1997). This planning can change a language's structure through vocabulary and grammatical reforms, change its function by changing how it is used in public and private settings, or change how it is learnt by introducing or updating language teaching methods. For example, promoting national unity or integrating various linguistic communities could be political reasons for language planning. Economically, a government could promote a particular language in schools and businesses to better prepare its workforce for international trade. Culturally, language planning can help preserve endangered languages or facilitate the spread of a culturally significant language. Therefore, language planning requires a multidimensional strategy that takes the community's sociolinguistic context into account. It needs to address existing linguistic landscapes, demographic trends, and the specific needs of the population. To ensure that the language policy

not only encourages language learning but also supports the community's larger social, economic, and cultural goals, policymakers must carefully balance these factors with the policy's desired outcomes.

In the European Union, for example, the strategic importance of Portuguese is recognized in educational policies. Early language education has received a lot of attention, and Portuguese is becoming more and more included in school curriculum throughout Europe as a second or third language. This trend is driven by the growing recognition of Portuguese as an essential global language, supported by the European Commission's education directives that advocate for multilingual proficiency as a key competency for all citizens. As a result, learning Portuguese is important for opening up new markets and preparing the next generation of Europeans for a time when language proficiency will be essential for both professional and personal mobility (European Commission / EACEA / Eurydice, 2022). Although it still needs to make further advances, the Portuguese language is used in different kinds of international organizations. Portuguese is an official language in some of them, while in others it is also a working language. To be an official language in these organizations it must be enshrined as such in their rules or statutes and can be used in oral and written statements. Being a working language confers an even higher status than an official one, because all oral and written documents must be interpreted or translated into this language. The organizations in which Portuguese is both an official and working language include the European Union, Mercosur, the African Union and, of course, the CPLP (Reto, Machado & Esperança, 2018).

The expansion of Portuguese could be done by integrating it into the broader educational curriculum, rather than treating it as an isolated subject. This method improves the learning process and makes it more feasible by strengthening cultural connections in addition to improving language proficiency. By integrating Portuguese language lessons within the context

of Lusophone cultures, students not only learn to communicate but also gain insights into the customs, values, and histories of Portuguese-speaking communities.

Moreover, it is crucial to invest in teacher training and educational materials. Finland's policy exemplifies this, by focusing on language instructors' ongoing professional development and the availability of high-quality teaching resources. This ensures that educators are well-prepared and supported, which in turn makes language education more effective and culturally relevant (Søby, 2015). Better results in language policy can also result from linking economic incentives with language proficiency. Singapore's bilingual policy, which encourages learning Mandarin alongside English, uses career advancement and economic benefits as key motivators (Pakir, 1999).

Therefore, policymakers should work with educational institutions to integrate Portuguese into a variety of disciplines in order to effectively promote the language, especially in areas where there are substantial economic exchanges with Portuguese-speaking nations or where the populations speak Portuguese. To guarantee high-quality education and maintain cultural authenticity, it is crucial to establish training programs for Portuguese language instructors, supported by worldwide collaborations with Portuguese-speaking countries.

Public policies should also highlight the economic advantages of Portuguese proficiency in sectors such as trade, diplomacy, and international business to motivate students. Supporting Portuguese community centers and cultural activities around the world can also help increase interest in the language. Promoting Portuguese cultural festivals and backing Lusophone arts and literature not only engages a larger audience but also enhances cultural appreciation and understanding, both of which are essential for in-depth and significant language learning.

In conclusion, by strategically integrating educational, economic, and technological efforts, policymakers can enhance the global reach and utility of Portuguese as a second language.

## **6.2 Government and institute collaboration in language policy**

To promote and spread their languages throughout the world, governments and cultural institutions use a range of public policies and strategies. In order to support international educational goals, promote cultural diplomacy, and raise the status of their languages internationally, these policies frequently combine governmental goals with the cultural missions of institutions. Direct language instruction, integration with foreign educational institutions, digital projects, and cultural interactions are a few examples of strategic approaches.

Camões Institute is a Portuguese state cooperation and language institute, and is overseen by the Ministry of Foreign Affairs. (Reto, Machado & Esperança, 2018). It exemplifies a comprehensive approach combining language promotion, cultural diplomacy, and development cooperation. Portugal increases the popularity and accessibility of the Portuguese language by utilizing its historical connections and current international networks. As a matter of fact, over the years, Camões has built a vast global network of institutions and partnerships for the teaching of Portuguese and dissemination of Portuguese culture. By strategically establishing language centers across the globe and incorporating Portuguese into school curricula in nations with its significant Portuguese-speaking communities or historical ties, public policies support the language's spread. Similar procedures are being used by other institutes and governments.

The British Council employs a dual approach of cultural engagement and language education to promote English worldwide. As part of its soft power strategy, the UK government supports these initiatives in an effort to preserve and increase English's influence around the world. A cornerstone of this partnership is the emphasis on high-quality English language education. The British Council has a huge global network of language schools, and its programs establish a standard for excellence and inclusion in ESL instruction (British Council). These institutions offer courses that align with international standards and are tailored to meet the needs of diverse

student populations. The government supports these efforts through policy frameworks that facilitate the integration of English language education in foreign educational systems, particularly in countries where English is not the primary language (HM Treasury, 2024). Furthermore, the British Council plays a crucial role in administering internationally recognized English assessments, such as IELTS. Through its diplomatic channels, the UK government helps to promote these evaluations, guaranteeing their recognition and significance on a global scale. In 2023 the institution provided 1.8 million IELTS tests, alongside other school and professional exams (British Council, 2023). Another crucial component of the British Council's policy is cultural diplomacy, which is supported by government funding that encourage cultural exchanges. By appealing to a worldwide audience, these programs strengthen the UK's soft power and solidify English's position as the universal language (Pratama, 2023). The British Council has also increased its digital services, including online courses and virtual learning environments. By providing funds for technology advancements that improve the quality and accessibility of online education, the UK government supports this digital revolution (Vicentini et al., 2022). Additionally, the British Council takes part in international development initiatives that integrate English language instruction into more general objectives for social and educational advancement. These initiatives frequently concentrate on increasing the education sector's capabilities. Using English education as a means of promoting global collaboration and development, the UK government regularly incorporates these programs into its bilateral aid agreements.

Through Instituto Cervantes, the Spanish government works to promote Spanish as a valuable tool for international diplomacy and economic strategies. The placement of Cervantes institutes around the world is supported by the government, especially in key areas where interest in Spanish and Hispanic culture is expanding, maximizing the language impact and visibility. Initiatives that involve public policy are essential to this expansion. The opening of new

institutes and the maintenance of existing ones are supported by significant funding provided by the Spanish government. A comprehensive strategy that combines language promotion with more in-depth diplomatic and commercial interactions is reflected in these programs, which are frequently incorporated into larger diplomatic or trade agreements (Ministerio de Asuntos Exteriores). Public policies also promote collaborations between colleges around the world and Instituto Cervantes. Through the integration of a wide range of cultural events and its language promotion initiatives, the institute also plays a crucial role in Spain's cultural diplomacy highlighting the diversity of Spanish-speaking cultures. Through cultural appeal, these programs reach a wider audience and increase interest in Spanish. These cultural initiatives are often funded by specific government grants and policies, in order to strengthen Spain's capacity for cultural export. By coordinating these cultural resources with language instruction, Instituto Cervantes fosters a stronger bond between students and the language by immersing them in Hispanic cultural narratives (Papaioannou, 2017). An example is the United States, where the Spanish language policy supports cultural festivals and community centers, in order to provide an engaging environment for language learning outside of regular classroom settings. This method creates a lively sense of community that promotes continued language use and acquisition (Zentella, 1997). Furthermore, Instituto Cervantes has recently placed a great deal of emphasis on the growth of digital learning platforms. The institution's response to digital learning trends is reflected in the "Aula Virtual de Español" (AVE), an online platform that provides Spanish language courses to users worldwide, extending the reach of Spanish language instruction outside of traditional classroom settings (Instituto Cervantes, 2014).

Through educational collaborations and diplomatic channels, also the French government supports Alliance Française, which promotes French not just as a language but also as an ambassador of French culture. This approach involves making large investments in cultural events that introduce French and Francophone cultures to audiences around the world (France

Diplomacy). Alliance Française's educational mission is strongly influenced by the French Ministry of Europe and Foreign Affairs. The development of new centers and the global growth of French language instruction are made possible by the government's significant financial and diplomatic support. This is a component of a larger public strategy that aims to promote French as an instrument for international relations and global diplomacy (Ahearne, 2022). Moreover, the Alliance Française network has seen a significant progress in recent years toward digital transformation. The institute has created online French courses and cultural events that make studying French more accessible to individuals worldwide, regardless of where they live, thanks to state policies that prioritize digital education. Additionally, the French government supports measures that support bilingual education, of which French is frequently a crucial element. These policies are implemented through the Alliance Française through initiatives that promote French instruction in foreign colleges and universities. This not only furthers the knowledge of the French language but also fosters an appreciation for cultural diversity and multilingualism as global values.

The Goethe-Institut, as the cultural institute of the Federal Republic of Germany, collaborates extensively with various governmental and non-governmental bodies to promote cultural and educational exchanges globally. These collaborations often involve public policy initiatives that are supported by government entities such as the German Federal Foreign Office, as well as other international organizations. The connection between the Goethe-Institut and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) is a significant example of this type of cooperation (GIZ, 2012). This cooperation emphasizes the development of cultural policy and creative economies in partner countries. Moreover, the Goethe-Institut operates under a framework agreement with the German Federal Foreign Office, which supports its institutional work. This arrangement enables the Goethe-Institut to operate independently while advancing German language and culture instruction around the world. This includes participating in

cultural events that foster global understanding and communication (Goethe-Institut). Additionally, it works with other cultural institutions within the European National Institutes for Culture (EUNIC) and participates in EU policies. This partnership supports its position in international cultural exchange by advancing its goal of fortifying educational and cultural linkages throughout Europe and beyond (Goethe-Institut). In accordance with the Common European Framework of Reference for Languages the Goethe-Institut has numerous German language courses that are tailored to different skill levels and created. These courses are supplemented with internationally recognized tests such as the TestDaF, which are essential for university admission in Germany. In addition to advancing the German language, this educational program gets foreign students ready for German academic and career options. Recognizing the importance of digital access, the Goethe-Institut has also invested in online platforms such as "Deutsch für dich" and the Goethe-Institut eLibrary.

To conclude, in the context of global linguistic and cultural promotion, the Camões Institute represents a distinctive model within the spectrum of international language institutes. Unlike its counterparts such as the British Council or the Goethe-Institut, Camões is specifically a Portuguese public institution, non-financial, tasked primarily with coordinating and organizing language promotion rather than direct language instruction or certification (Portuguese Ministry of Foreign Affairs). This unique positioning emphasizes its role in facilitating rather than directly providing educational services, thereby shaping its strategic approach to spreading the Portuguese language and culture across the globe. From the perspective of Camões Institute's activities, it becomes evident that while comparisons can be drawn with institutions like Instituto Cervantes or Alliance Française in terms of objectives, such as promoting language through cultural diplomacy and international partnerships, the structural differences are significant. Camões does not operate as a standalone educational entity; instead, it coordinates a network of collaborations and initiatives that enhance the global presence and appeal of the

Portuguese language. Its strategy is deeply intertwined with Portugal's broader diplomatic goals, leveraging historical ties and cultural heritage to foster a multifaceted approach to language promotion (Reto et al., 2018). In fact, Portuguese, enjoys a significant status as a second language in various multilingual communities, particularly in regions influenced by Portugal's historical maritime connections. The promotion of Portuguese as a second language is influenced heavily by public policies that aim to strengthen international relations and cultural bonds. The Portuguese government, through Camões, leverages these policies to enhance the visibility and desirability of Portuguese as a second language, which serves as a bridge to accessing the rich cultural tapestry of the Lusophone world emphasizing the language's special status but also its potential as a tool for international communication and cultural diplomacy. As a matter of fact, Portuguese-speaking nations frequently offer less competitive markets with plenty of room for expansion and development, in contrast to the crowded markets usually associated with English-speaking, French-speaking, or even Spanish-speaking regions. For instance, as Portuguese-speaking countries continue to grow economically, the value of this linguistic connection will likely increase, making the investment in learning Portuguese a wise strategic decision for future-oriented businesses and professionals. By leveraging a combination of digital innovation, educational integration, and cultural diplomacy, these institutions can enhance their effectiveness in promoting their respective languages as essential elements of global communication and cultural understanding. In conclusion, while Camões Institute's role and operational model differ from those of financially independent or directly educational institutions, its contributions towards the global promotion of the Portuguese language and culture are both significant and impactful. This approach not only highlights the adaptability of cultural diplomacy strategies across different governmental frameworks but also reinforces the importance of tailored public policies in promoting language and culture on a global scale (Reto, Machado & Esperança, 2018).

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## Appendix

### Appendix 1



Table a. Map of CPLP countries

### Appendix 2

Countries with the Highest Spanish Uptake in Upper Secondary Education (2022)

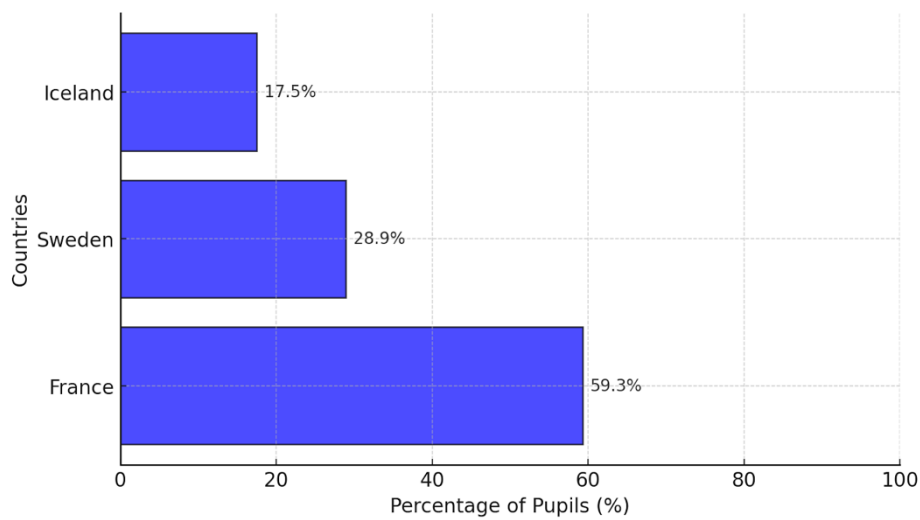
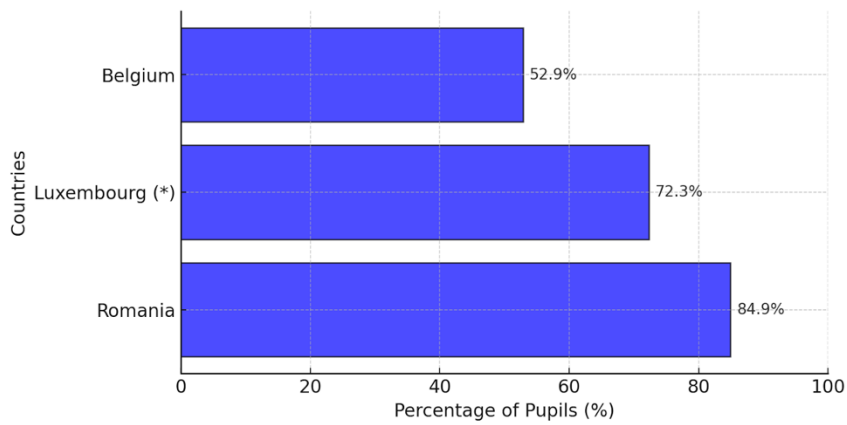


Table b. Countries with the Highest Spanish Uptake in Upper Secondary Education 2022 in EU

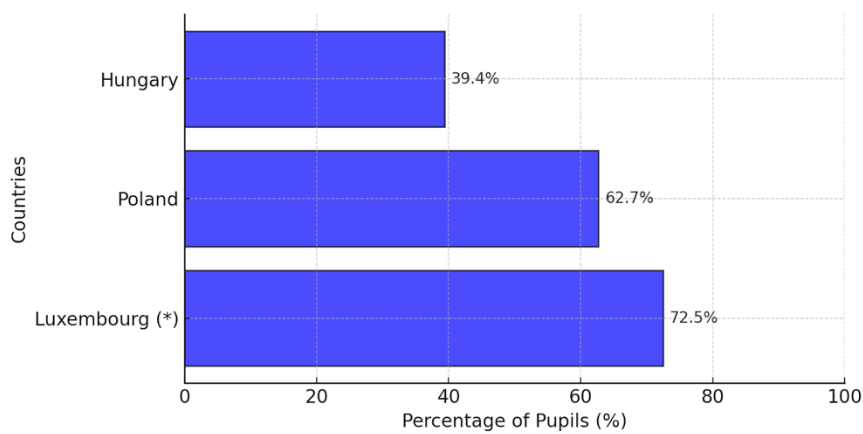
Countries with the Highest French Uptake in Upper Secondary Education (2022)



(\*) Although the official languages of Luxembourg are French, German and Luxembourgish, for the purpose of education statistics French and German are counted as foreign languages.

Table c. Countries with the highest French Uptake in Upper Secondary Education 2022 in EU

Countries with the Highest German Uptake in Upper Secondary Education (2022)



(\*) Although the official languages of Luxembourg are French, German and Luxembourgish, for the purpose of education statistics French and German are counted as foreign languages.

Table d. Countries with the highest German uptake in Upper Secondary Education 2022 in EU

Appendix 3

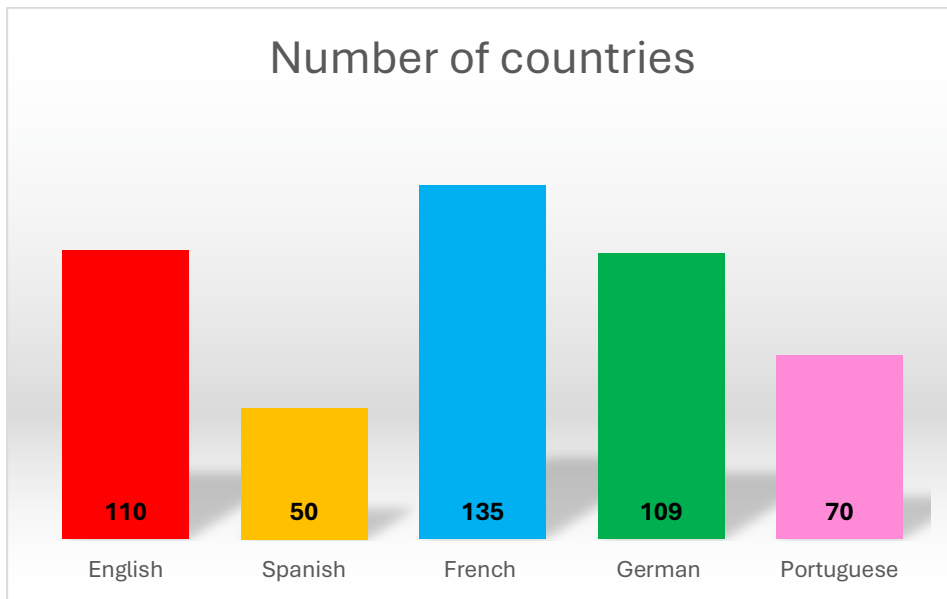


Table e. Number of countries with the presence of Language Institute

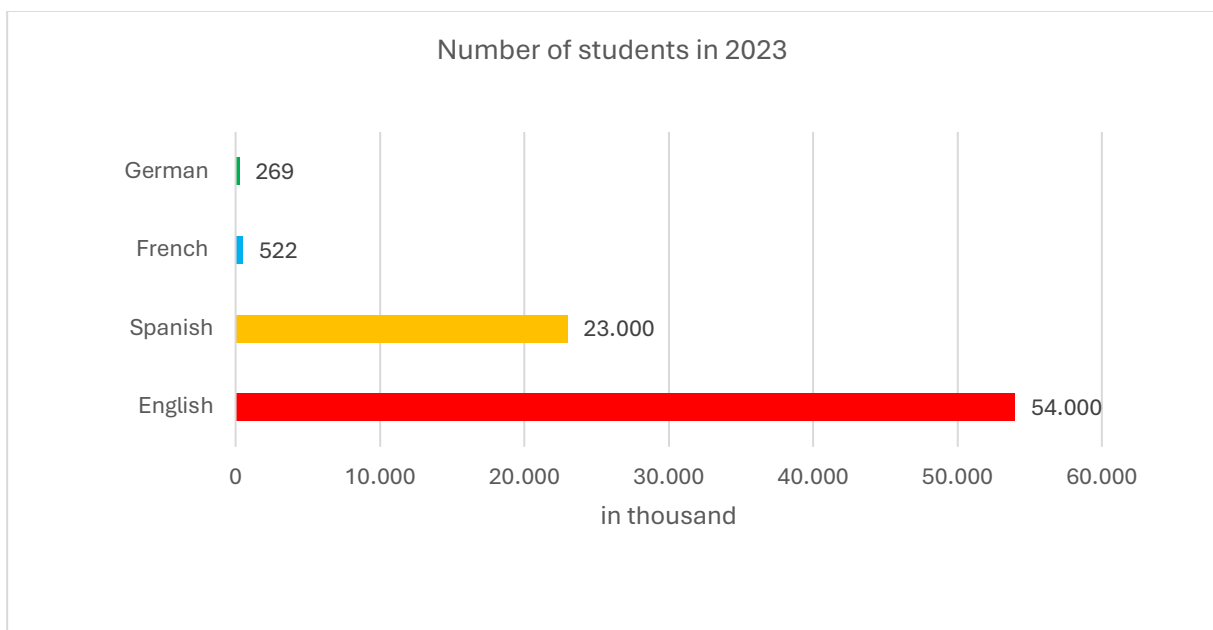


Table f. Number of students (in thousands) in 2023



*Table g.: Representation of Language Institutes around the world*

Appendix 4

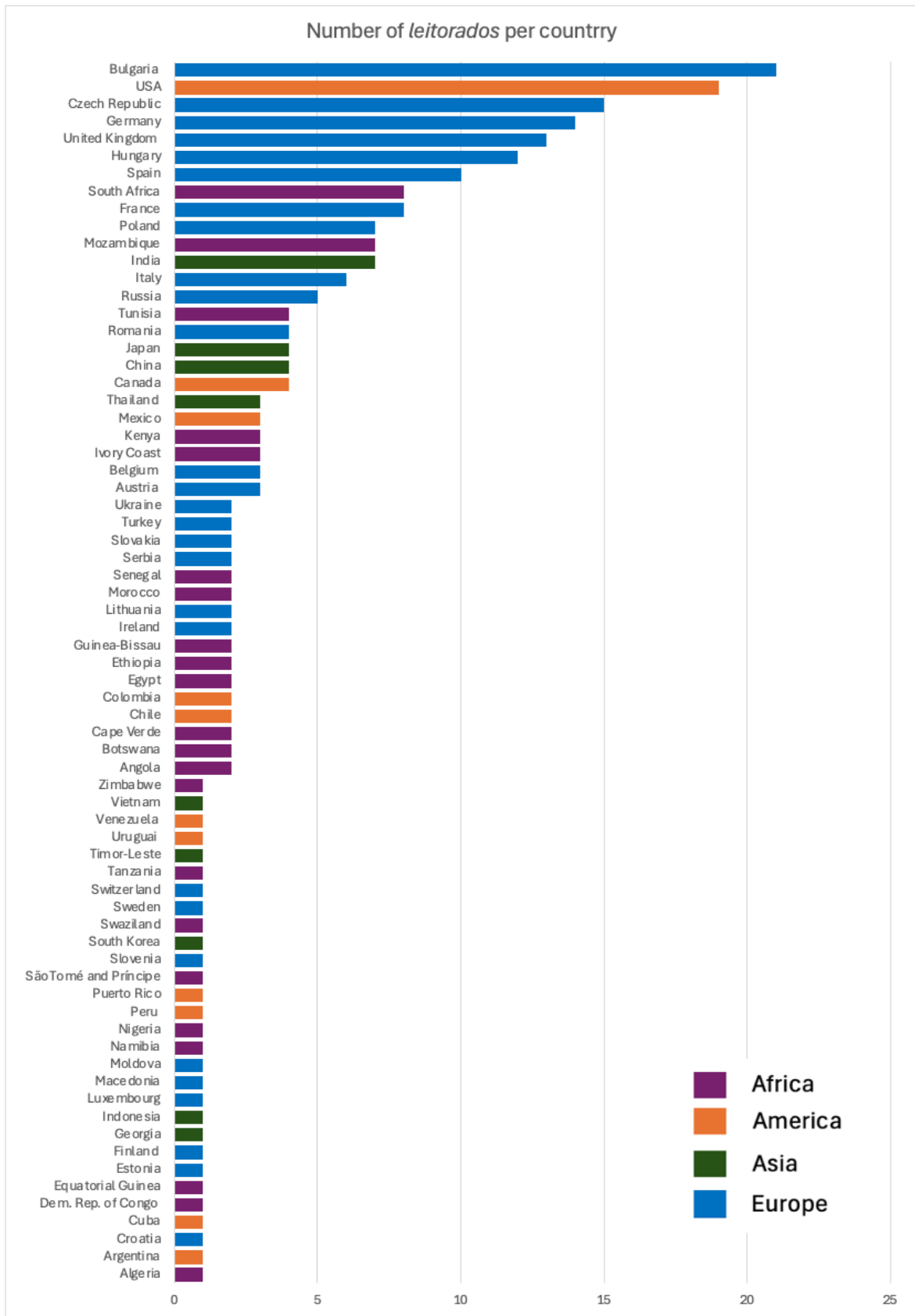


Table h. Number of *Leitorados* per country and continent (in absolute numbers)

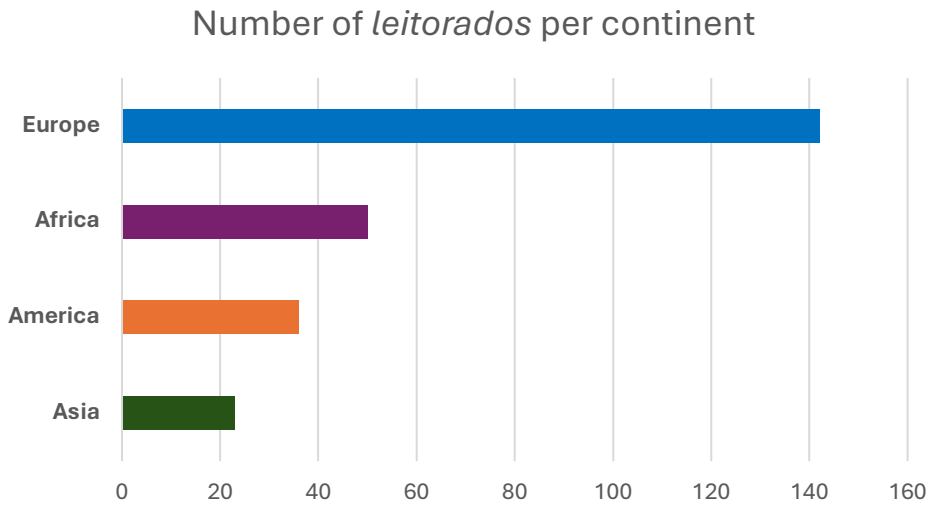


Table i. Number of *leitorados* per continent (in absolute number)

### Appendix 5

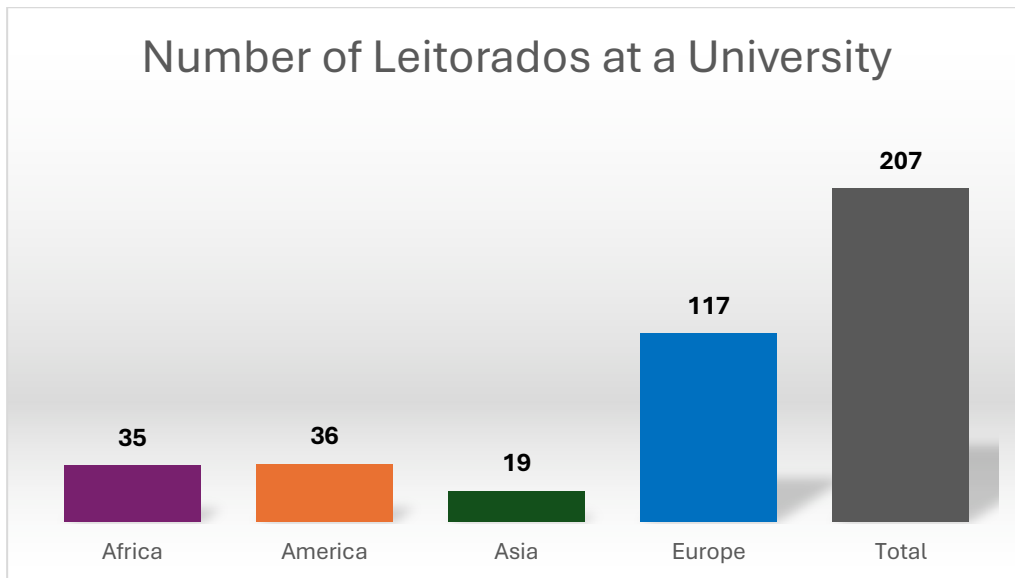


Table j. Number of *Leitorados* at a University

Appendix 6

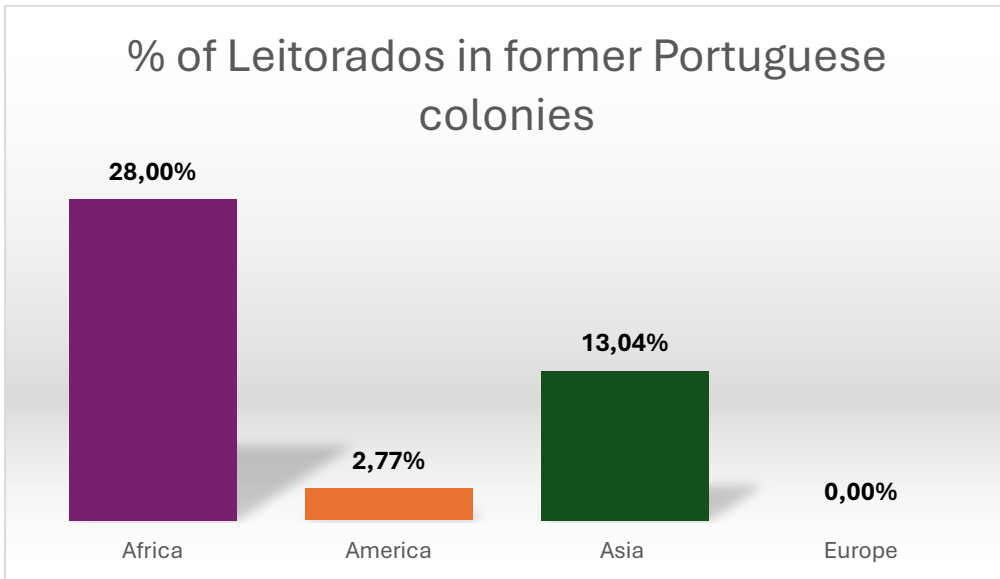


Table k. Percentage of Leitorados in former Portuguese colonies per continent

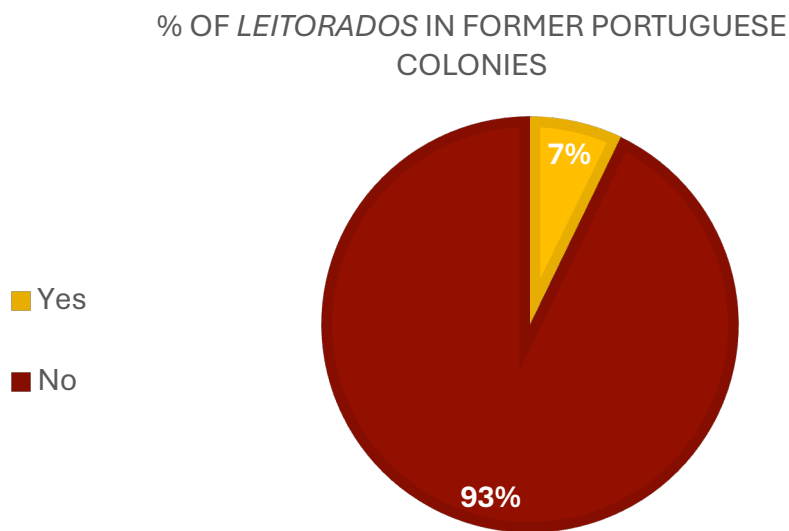


Table l. Total Percentage of Leitorados in former Portuguese colonies

Appendix 7

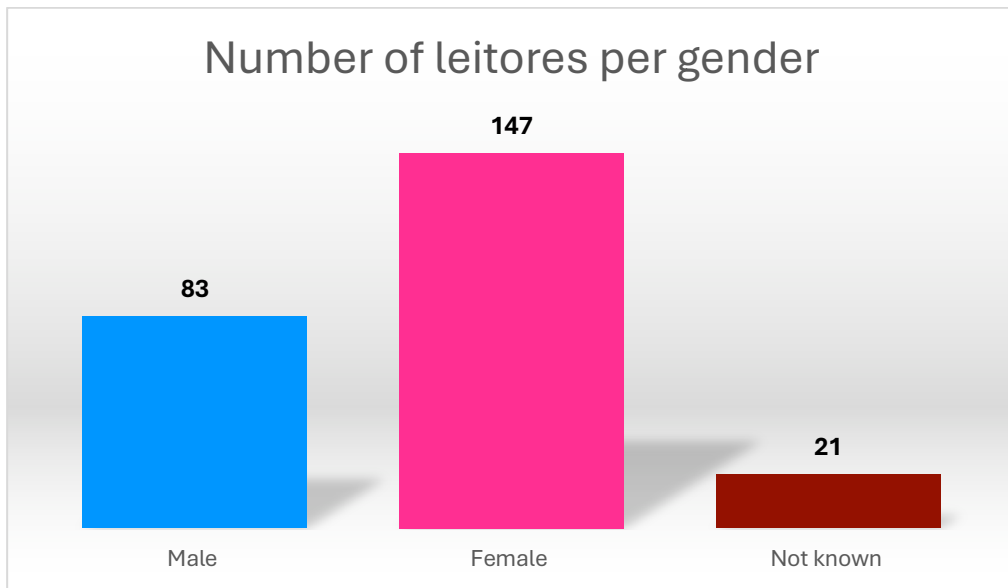


Table m. Number of leitores per gender

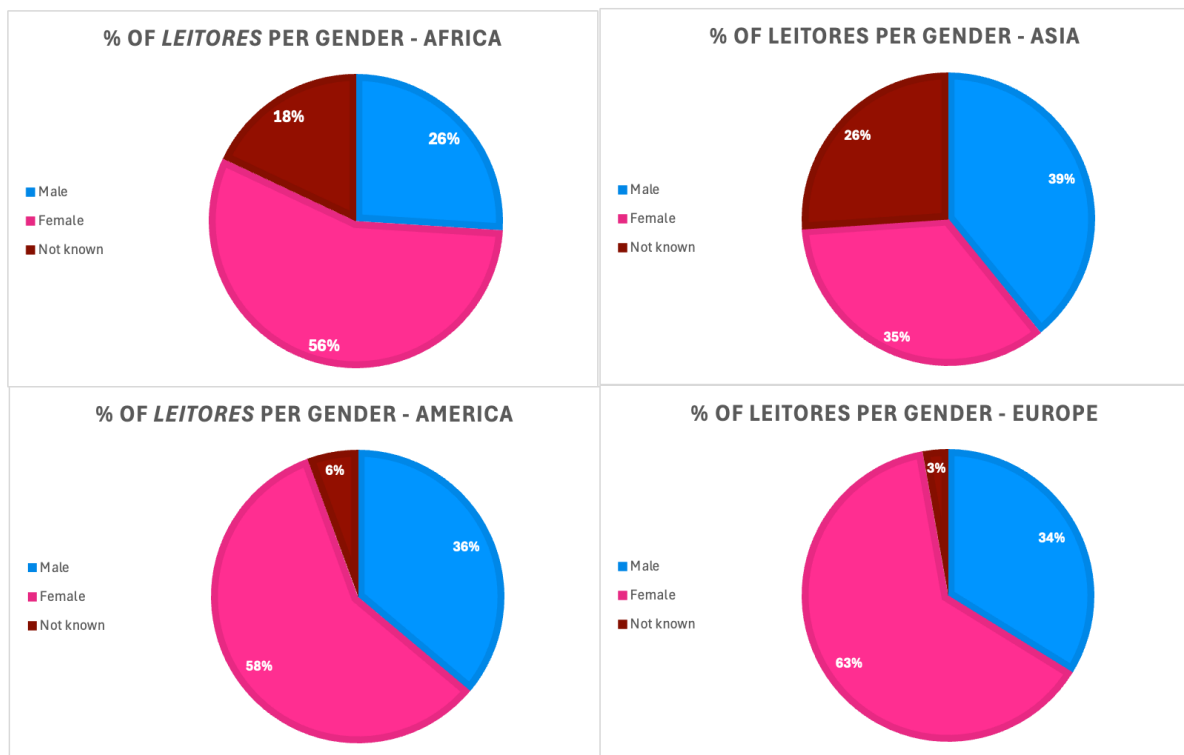


Table n. Percentage of Leitores per gender in Africa, Asia, America and Europe

Appendix 8

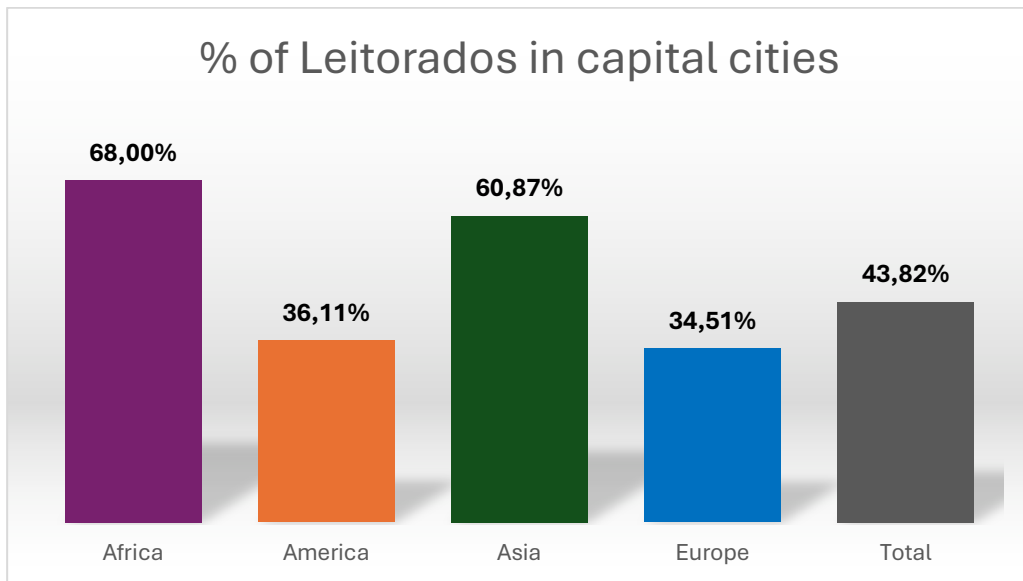


Table o. Percentage of Leitorados in Capital cities

Appendix 9

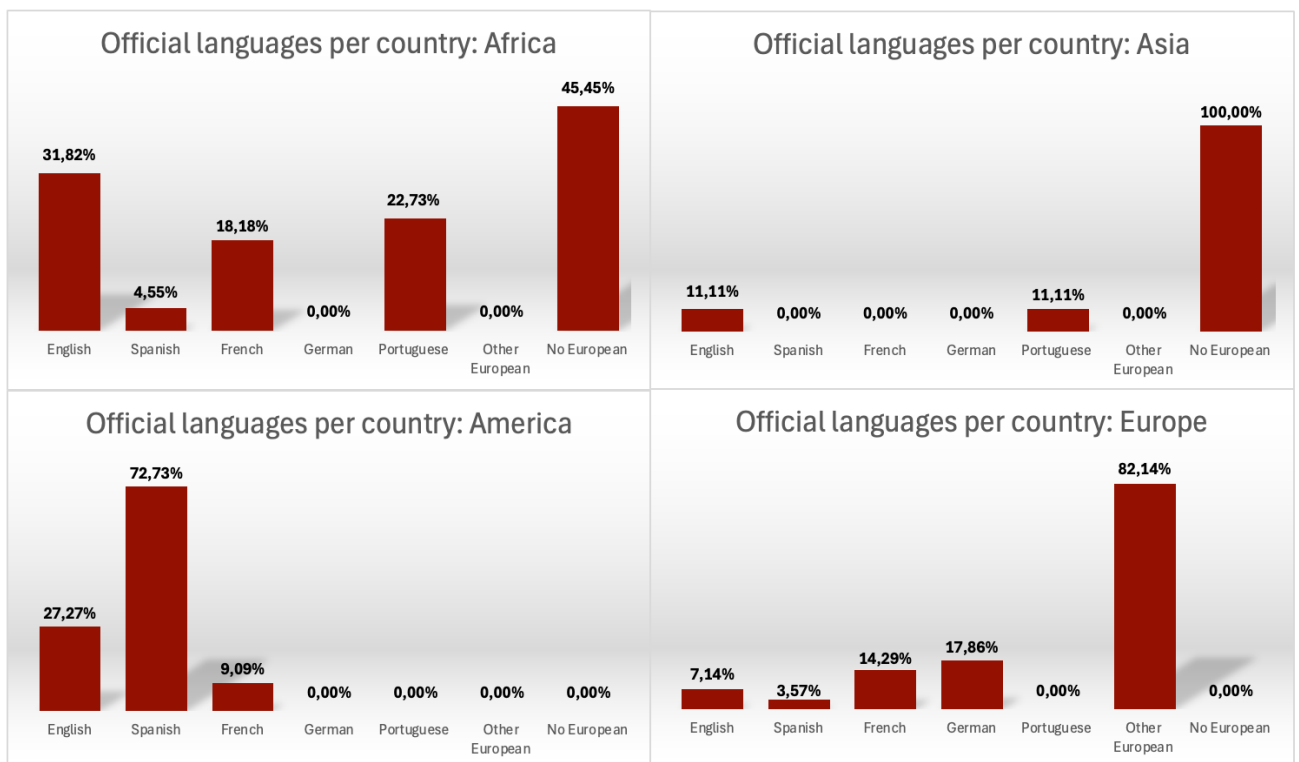


Table p. Distribution of official languages per country in Africa, Asia, America and Europe

Appendix 10

Countries' GDP per capita				
x <sub>i</sub> (thousand)	lower limit	upper limit	n <sub>i</sub>	f <sub>i</sub>
			0	
[0; 10[	0	10.000	35	0,5
[10; 20[	10.000	20.000	10	0,143
[20; 30[	20.000	30.000	8	0,114
[30; 40[	30.000	40.000	5	0,071
[40; 50[	40.000	50.000	4	0,057
[50; 60[	50.000	60.000	4	0,057
[60; 70[	60.000	70.000	0	0,000
[70; 80[	70.000	80.000	0	0,000
[80; 90[	80.000	90.000	2	0,029
[90; 100[	90.000	100.000	1	0,014
[100; 110[	100.000	110.000	0	0,000
[110; 120[	110.000	120.000	1	0,014
			0	
<b>Total</b>			<b>70</b>	<b>1</b>

Table q. Data display of intervals and limits of Histogram – Leitorados distribution in Countries GDP per capita

Appendix 11

Cities' GDP per capita				
x <sub>i</sub> (thousand)	lower limit	upper limit	n <sub>i</sub>	f <sub>i</sub>
			0	
[0; 10[	0	10.000	46	0,258
[10; 20[	10.000	20.000	19	0,107
[20; 30[	20.000	30.000	35	0,197
[30; 40[	30.000	40.000	23	0,129
[40; 50[	40.000	50.000	19	0,107
[50; 60[	50.000	60.000	11	0,062
[60; 70[	60.000	70.000	10	0,056
[70; 80[	70.000	80.000	5	0,028
[80; 90[	80.000	90.000	4	0,022
[90; 100[	90.000	100.000	0	0,000
[100; 110[	100.000	110.000	3	0,017
[110; 120[	110.000	120.000	1	0,006
[120; 130[	120.000	130.000	0	0,000
[130; 140[	130.000	140.000	0	0,000
[140; 150[	140.000	150.000	2	0,011
			0	
<b>Total</b>			<b>178</b>	<b>1</b>

Table r. Data display of intervals and limits of Histogram – Leitorados distribution in Cities GDP per capita

Appendix 12

Distance from the <i>Leitorado</i> to city center				
x <sub>i</sub> (thousand)	lower limit	upper limit	n <sub>i</sub>	f <sub>i</sub>
			0	
[0; 2[	0	2	79	0,3147
[2; 4[	2	4	68	0,2709
[4; 6[	4	6	41	0,1633
[6; 8[	6	8	19	0,0757
[8; 10[	8	10	10	0,0398
[10; 12[	10	12	6	0,0239
[12; 14[	12	14	8	0,0319
[14; 16[	14	16	7	0,0279
[16; 18[	16	18	1	0,0040
[18; 20[	18	20	5	0,0199
[20; 22[	20	22	1	0,0040
[22; 24[	22	24	4	0,0159
[24; 26[	24	26	1	0,0040
26+	26	41	1	0,0040
			0	
<b>Total</b>			<b>251</b>	<b>1</b>

Table s. Data display of intervals and limits of Histogram –Distance from *Leitorado* to city center distribution

Appendix 13

Education level - gross % tertiary				
x <sub>i</sub> (thousand)	lower limit	upper limit	n <sub>i</sub>	f <sub>i</sub> ou %
			0	
[0; 10[	0	10	2	2
[10; 20[	10	20	2	2,000
[20; 30[	20	30	4	4,000
[30; 40[	30	40	4	4,000
[40; 50[	40	50	6	6,000
[50; 60[	50	60	7	7,000
[60; 70[	60	70	1	1,000
[70; 80[	70	80	14	14,000
[80; 90[	80	90	8	8,000
[90; 100[	90	100	3	3,000
[100; 110[	100	110	3	3,000
[110; 120[	110	120	0	0,000
[120; 130[	120	130	1	
			0	
<b>Total</b>			<b>55</b>	<b>54</b>

Table t. Data display of intervals and limits of Histogram – Education level (Gross Enrollment rate in Tertiary education) of countries with leitorados