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ROLAND BRANDTJEN

IU Internationale Hochschule

Main Campus: Erfurt
Juri-Gagarin-Ring 152
99084 Erfurt

Telefon: +49 421.166985.23

Fax: +49 2224.9605.115

Kontakt/Contact: kerstin.janson@iu.org

Prof. Dr. Roland Brandtjen

ORCID-ID: 0009-0004-3432-7113

IU Internationale Hochschule - Campus Berlin

Frankfurter Allee 73A

Berlin, 10247

Email: roland.brandtjen@iu.org

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Roland Brandtjen

ABSTRACT:

Confucius is said to have said; Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime. This paper attempts to clarify the impact of the tertiary education sector on sustainable development. For this purpose, 10 autonomous European micro-nations, i.e. the 4 so-called microstates Andorra, Monaco, Liechtenstein and San Marino, as well as the autonomous territories of Guernsey, Jersey, the Faroe Islands, Greenland, the Isle of Man and Gibraltar are used. All have an active tertiary education sector. One wonders why these territories, with few human and economic resources, can afford a rather expensive tertiary education sector. What can we learn from this for other comparable regions?

The hypothesis to be tested is that the broader and stronger the tertiary education sector is developed, the more sustainably a society's prosperity grows. The ESCEP analysis, a variant of the PESTLE analysis, is used for this purpose. As an acronym, it includes the consideration of sustainability aspects, such as economic, social, cultural and economic aspects, as well as the political aspect.

The paper concludes with a Conclusion, the bibliography and an annex.

KEYWORDS:

Micro-nations, SGB 8, tertiary education sector, PESTLE, prosperity growth

AUTHOR



Prof. Dr Roland Brandtjen is professor at IU international University GmbH. As a European Studies scholar, his expertise lies in collective identities and their influence on politics. His focus is on the European integration process of regions of Germany, Spain, France, Italy and the UK, as well as all recognised micronations of Europe in relation to the concept of independence. He has studied and worked in Europe at home and abroad. He completed his doctorate at the RWTH in Aachen.

Introduction

European micro-nations are generally characterised by a volatile economy and society on the one hand and a relatively high degree of prosperity on the other. Even if they have quite different degrees of autonomy and independence, a connection can be recognised; they all have (or at least plan to have) at least one university or similar institution of higher education. Not only state universities, but also some private universities are represented here. The question arises as to why micro-nations with fewer than 100,000 inhabitants (average population 63,631) can afford the luxury, and therefore the cost, of one (or more) universities. To what extent does an expanded national tertiary education sector support sustainable growth and reduce poverty and social inequality, among other things? This article aims to answer these questions and provide a possible recommendation for achieving Sustainable Development Goal 8 (SDG8), sustainable economic growth and working conditions, for larger societies.

The hypothesis to be tested is that the broader and stronger the tertiary education sector is developed, the more sustainably a society's prosperity will grow. To this end, the work uses a variant of the PESTLE analysis to investigate the consequences of the tertiary education sector on the achievement of SDG8 using the case study of European micro-nations.

The tertiary education sector to achieve SDG 8

The 17 SDGs of the United Nations promote economic, social and environmental prosperity (United Nations, 2023) and are aimed at states and other UN bodies. However, companies and regions also play an important role in achieving these goals (Messerli, et al., 2019). Firstly, the importance of SDG 8 is explained. The tertiary education sector is then described. Finally, the case studies in this paper are presented.

SIGNIFICANCE OF THE SDG 8

Sustainable prosperity is prosperity that is based on ecological, economic and socio-cultural aspects. Prosperity refers to material prosperity, i.e. the standard of living, which in turn also includes people's physical well-being. This prosperity is therefore not only measured on the basis of purely economic indices, such as gross domestic product (GDP) per capita, but also on the basis of data on social inequality, working conditions and ecological footprint. (European Commission, 2010; Messerli, et al., 2019; UNESCO, 2017)

The World Bank of the UN system lists the individual SDGs per country on its website. It also shows the indicators used. Unfortunately, the data availability is rather sparse, which may be due to the fact that the SDG data is still quite new and therefore the countries and territories do not yet provide all the data. In the area of SDG 8, the GDP per employee, the annual growth rates of GDP, the annual growth rate of GDP per capita and the percentage of the population (aged 15 and over) with an account at a financial institution or a provider of mobile money services. (The World Bank, 2024)

THE TERTIARY EDUCATION SECTOR

Tertiary education builds on secondary education and offers learning activities in specialised areas of education. It aims at learning at a high level of complexity and specialisation. The tertiary education

sector includes what is commonly understood as academic education, but also advanced vocational training or vocational education. It includes short tertiary study programmes, bachelor's degrees or equivalent, master's degrees or equivalent and doctorates or equivalent. (UNESCO, 2012)

EUROPEAN MICRO-NATIONS AS CASE STUDIES

A nation, unlike a state, is in short a collective sense of belonging of a group. (Bilgrami, 2001; McCartney, 2008) These territories are considered "European" as soon as the European Convention on Human Rights applies and they are politically part of the continent of Europe. (Stoica, 2016) In order to narrow down the selection of case studies, only those nations were considered that have a certain degree of autonomy, through statehood or through extensive autonomy from their hegemonic state. Thus, the European micro-nations considered here include not only the so-called dwarf states, such as Andorra, Liechtenstein, Monaco and San Marino, but also autonomous territories such as the Faroe Islands, Gibraltar, Greenland, Guernsey, the Isle of Man and Jersey. (Alesina & Spolaore, 2003)

Figure 1 shows the geographical location of the European micro-nations and the name of one of their institutions in the tertiary education sector. It should be noted that the Bailiwicks of Guernsey and Jersey and the Isle of Man do not have their own university. However, they will be taken into account as they have either a university college or centre that provides education locally and awards degrees through cooperating UK universities. (States of Guernsey, 2024; States of Jersey, 2024; University College Isle of Man, 2024) All other areas have at least one, if not several, universities and tertiary education centres.

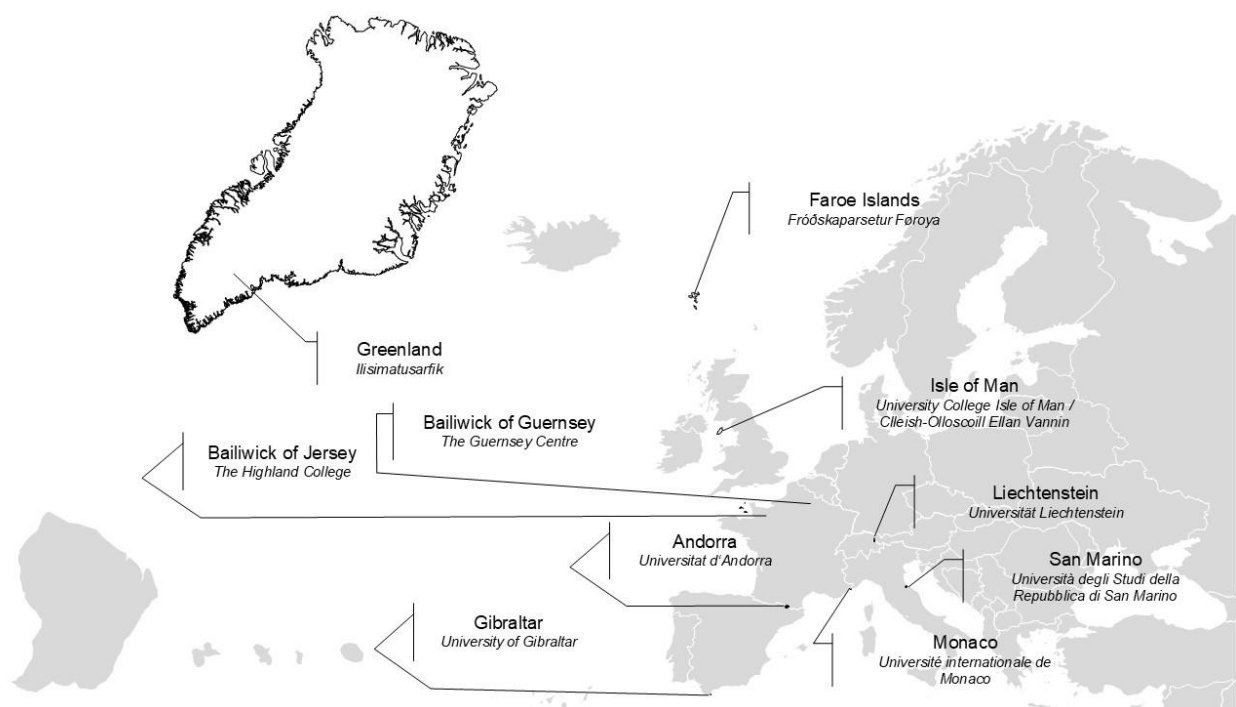


Figure 1: Map of European micronations and some of their tertiary education institutions (own illustration)

Methodology

In order to show the impact of the tertiary education sector on the sustainable growth of a society and a comprehensive picture of different areas, a customised version of the PESTLE analysis is used by

means of quantitative and qualitative data. It helps to systematically analyse the current environment, which determines the way things currently are. The advantage of this method is the ability to delete existing areas or add new ones. It can therefore be adapted to the topic being researched. (Schmieder-Ramirez & Mallette, 2007; Saldaña & Mallette, 2017; Aguilar, 1967) In this case, the areas of sustainability, economy, ecology and socio-culture, as well as politics, were chosen. The acronyms of these terms thus result in the ESCEP analysis.

Starting with the economic aspect, which classically deals with the production of goods, their distribution and the utilisation of resources (Baldwin & Wyplosz, 2009) the term prosperity is first explained here as GDP per capita. In addition, the current GDP per capita of the case studies is compared with that of the EU. Finally, there is a small extract on tertiary education as an economic factor. The higher education sector is also considered as a technology developer.

Secondly, the social aspect (Social) classically also considers the cultural sector. (Aguilar, 1967) However, the latter was separated out for important reasons. The effect on social educational opportunities and equal starting opportunities, job opportunities and rural exodus are taken into account.

The cultural aspects (Cultural) were separated out due to the cultural significance of micro-nations. These include historical and cultural research, the promotion of regional languages and the influence on discrimination and prosperity. (Brandtjen R. B., 2021; Gradstein & Schiff, 2006; Lonardi, 2021; Brandtjen R. B., 2022) Furthermore, data that was collected in the case studies, among other things, is shown. For this purpose, individualised quantitative online-based surveys were offered in the respective languages of the regions. Using a virtual snowball system, these surveys were advertised via the social media Facebook and Twitter and distributed to the population of the target group. This type of sampling is used to find participants in hard-to-reach groups of people, for example. A person from such a group who takes part in the survey passes on the questionnaires to other people in their network or arranges for them to take part in the survey. By distributing the survey to the relevant group of participants, the representativeness of the results can be increased. (Salganik & Heckathorn, Sampling and Estimation in Hidden Populations Using Respondent-Driven Sampling, 2004; Atkinson & Flint, 2001) The challenges of virtual snowball sampling include community bias, the uncertainty of whether or not the sample is an accurate representation of the target population, and the fact that the target population does not always have access to the Internet. (Baltar & Brunet, 2012; Häder, 2006) The surveys took place in the Faroe Islands, Gibraltar and the Isle of Man from 2019, in Greenland and the Bailiwicks of Guernsey and Jersey from 2021 and in the Minor States from 2023. They are completely anonymous and fulfil the requirements of the GDPR. The translations can be found in the appendix.

Finally, the ecological aspect (environmental) is explained with regard to sustainability. This primarily includes the UNESCO biosphere reserve programme and nature conservation education. (Brandtjen R. B., 2022)

The political aspects (Political) can relate to organisational structures and power bases. This means that the decision-making processes and the connection between power and influence are in the foreground. (Schmieder-Ramirez & Mallette, 2007) The effect on the strengthening of one's own legal sphere is thus explained here.

ECONOMIC ASPECTS

As already mentioned, economic success is largely determined in the context of GDP. GDP consists of domestic consumption, investment - including foreign direct investment and foreign portfolio investment - , public spending and the difference between exports and imports, the so-called net exports. (Mankiw & Taylor, 2012; Krugman & Wells, 2010) As micro-nations have few human and economic resources according to the UN definition, GDP can only be compared with larger areas when looking at the value per capita (inhabitants). (Brandtjen R. B., 2019; Hummer, 2004; Ipsen, 2004) Figure 2 shows this comparison of the case studies with the GDP per capita of the EU based on World Bank data in US dollars at purchasing power parity. The data starts either in 1965 (Faroe Islands), 1970 (Andorra, EU, Greenland, Liechtenstein, Monaco), 1990 (Gibraltar), 1995 (Isle of Man), 1998 (Channel Islands) and 1999 (San Marino). In the case of the Bailiwicks of Guernsey and Jersey, GDP per capita is only available jointly as Channel Islands from 1998 to 2007 and from 2016 to 2021. The most recent values are either from 2022 (Andorra, EU, Faroe Islands, Gibraltar, Monaco), 2021 (Channel Islands, Greenland, Liechtenstein, San Marino) or 2020 (Isle of Man). Liechtenstein and Monaco not only have one of the highest levels of prosperity in this chart, but also in a global comparison. All case studies show a higher GDP per capita than in the EU, at least since 1998. In 2022, with the exception of Andorra with only US\$ 4,000 PPP, this was at least US\$ 20,000 PPP more. (The World Bank, 2024) Whether these developments are solely due to the respective tertiary education sector is pure speculation.

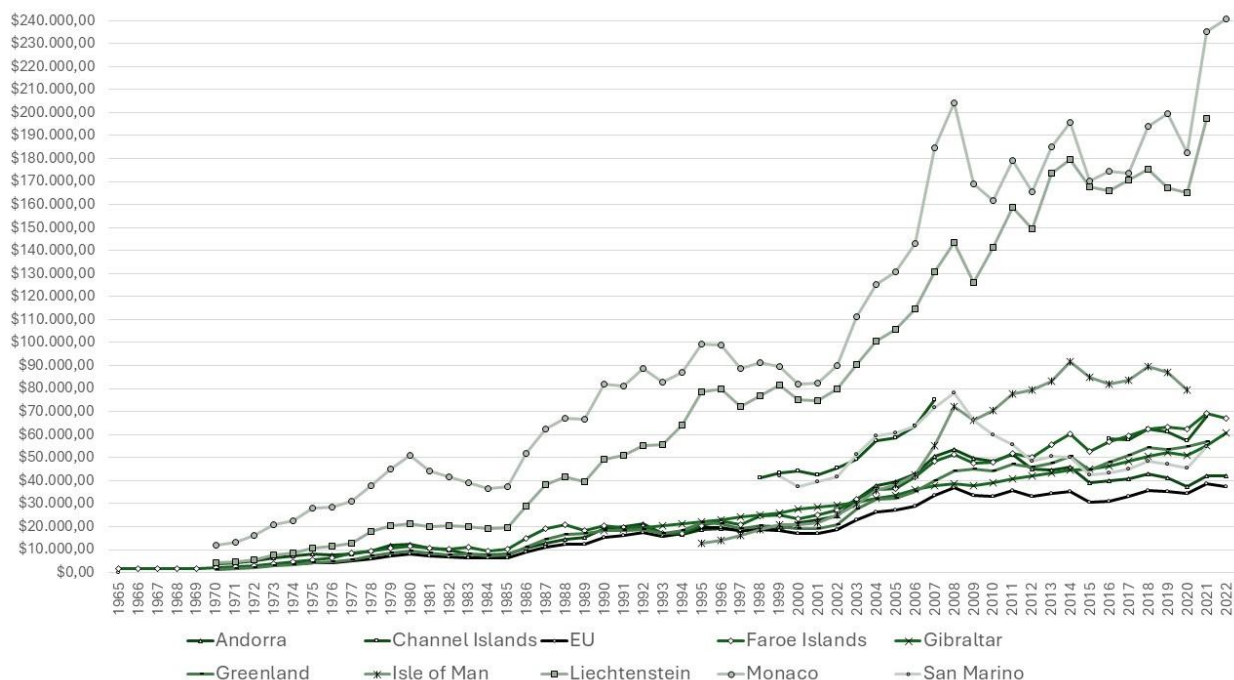


Figure 2: GDP per capita, comparison of EU with Andorra, Channel Islands, Faroe Islands, Gibraltar, Greenland, Isle of Man, Liechtenstein, Monaco & San Marino (The World Bank, 2024)

Due to the limited human and economic resources available, small economies are under greater pressure to open up globally in order to increase their prosperity and reduce their vulnerability. (Yusuf & Nabeshima, 2012) Education exports include all cross-border education services. This means that international students in Germany correspond to the education sector, which is a growth market, especially in the university sector. Thanks to the integration process, the European market offers an

opportunity to increase this. Unfortunately, there is very little reliable data available to make clear statements in the case studies. (Hözl, 2010) Figure 3 shows the available data from 1999 to 2022 on the total number of students in the case studies (except Jersey). In general, there has been an increase in the number of students. The high values in places with higher geographical proximity to Europe, e.g. Monaco or Liechtenstein, show a high importance of the education sector. This certainly includes the export of education but cannot be clearly deduced.

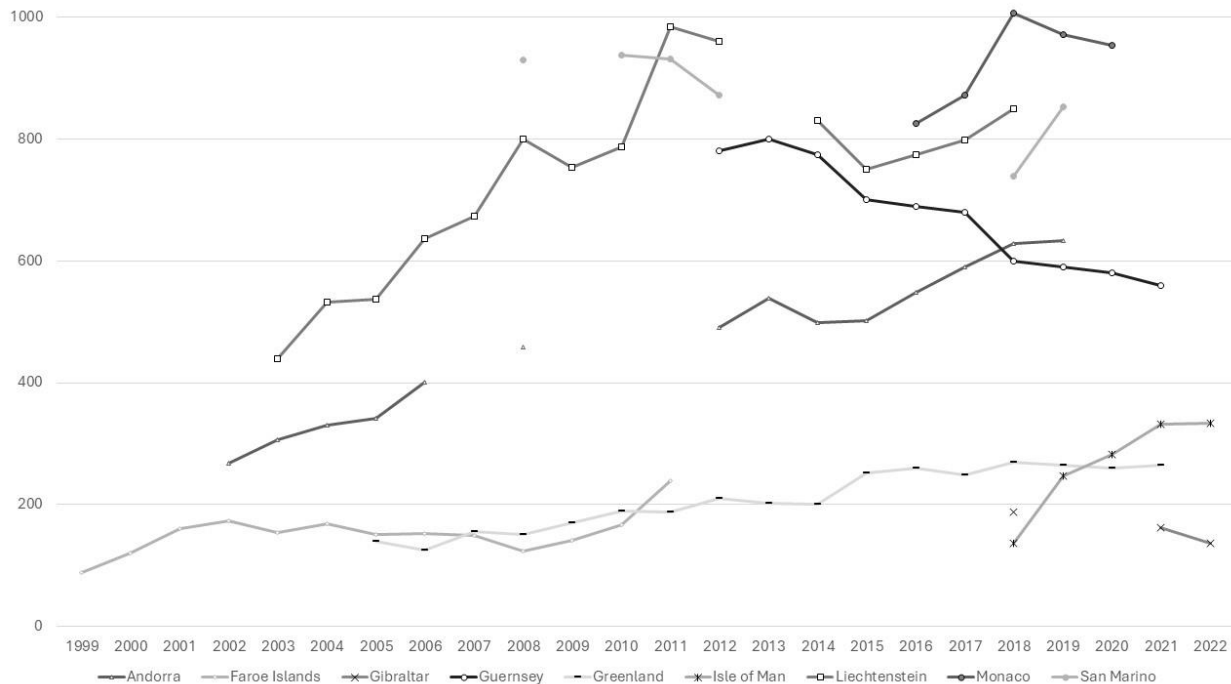


Figure 3: Number of students in the individual regions (The World Bank, 2024; Hagtralsgrunnur, 2024; Naatsorsueqqissaartarfik, 2024; Isle of Man Government, 2022; HM Government of Gibraltar, 2022; States of Guernsey, 2022)

In addition, universities, as part of the tertiary education sector, are seen as producers of knowledge and innovation through research, but also as mediators of knowledge. Production takes place through the ideology of existing concepts, both economic, social and technological, and is therefore a conflict actor. (Lenzgeiger, 2022) At the same time, the products of education are taught to the population, which thus reinforces human capital or human capital, which represents the ability and skill of the labour force and thus the performance of the population. (Deming, 2022; Goldin, 2016) Thus, the tertiary education sector can make an additional contribution to sustainable economic growth and to improving labour conditions, resource distribution and poverty reduction.

SOCIAL ASPECTS

Sustainable prosperity includes the social aspect. Equal opportunities and relative poverty must therefore also be mentioned. Absolute or extreme poverty, where people have less than \$1.9 per day at their disposal, is not a challenge due to the high GDP per capita (Figure 1). Relative poverty corresponds to an income below 60% of the equivalent median income of a society. (The World Bank, 2015; Schweiger, 2012) Unfortunately, the data situation is also very sparse in this case. Figure 4 shows the few data available on relative poverty. Data is currently only available for the EU27, the Faroe Islands,

Greenland, Guernsey, Jersey and Liechtenstein. The percentage of the population living in relative poverty in Liechtenstein is higher than in the EU 27, while Greenland and the Faroe Islands each have the lowest percentage. In Guernsey, the percentage of relative poverty is currently falling.

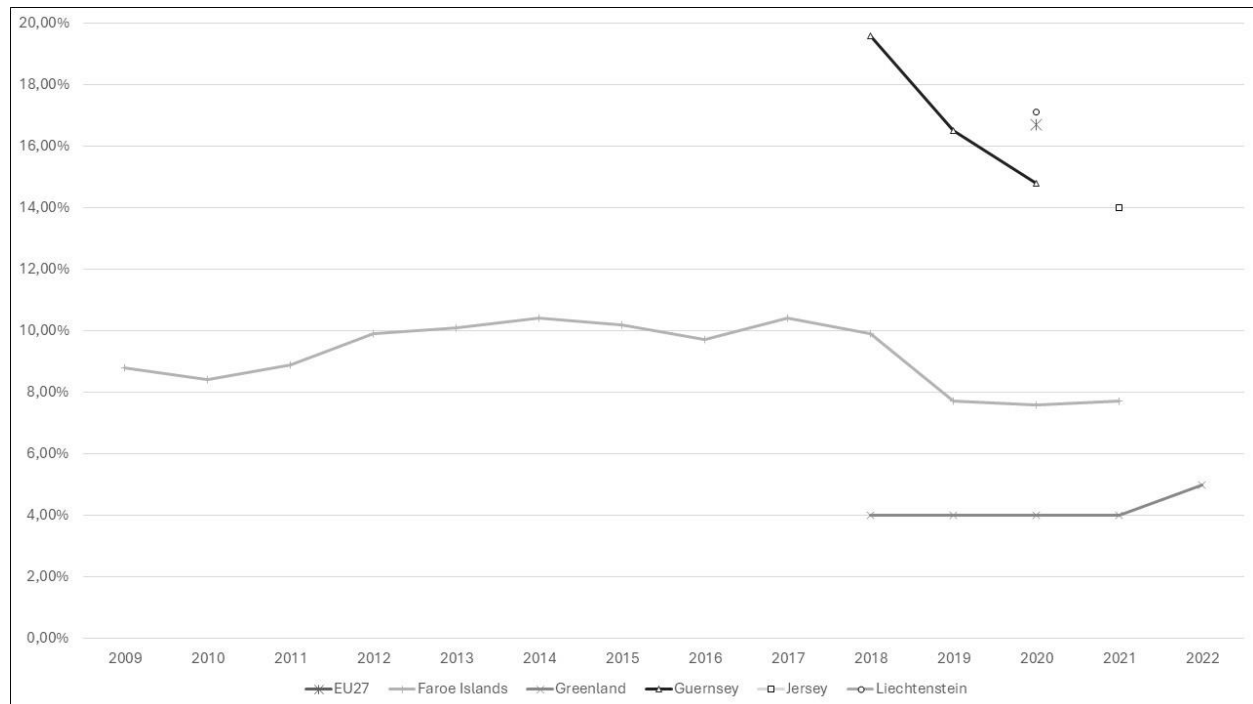


Figure 4: Percentage of the population considered relatively poor (Hagstova Føroya, 2023; Naatsorsueqqissaartarfik, 2022; States of Guernsey, 2022; Statistics Jersey, 2022; Landesverwaltung Fürstentum Liechtenstein, 2023)

This comparison is relatively difficult, as the threshold for relative poverty depends on the median equivalent income and this varies greatly. In 2020, this was around €58,966 in Liechtenstein and €34,327 in the Faroe Islands. (Hagstova Føroya, 2023; Landesverwaltung Fürstentum Liechtenstein, 2023) This means that part of Liechtenstein's relatively poor population is not in the relatively poor area on the Faroe Islands.

It is important to note that all state tertiary education institutions in the case studies offer scholarships for students from difficult backgrounds. These include students from relatively poor families, families with many children or families with only one parent. There are also scholarships for very good students. Private universities are somewhat less well placed in this respect. The cost of studying also varies greatly between universities. In Greenland and the Faroe Islands, basic studies are free of charge. The other tuition fees vary depending on the degree programme and area. (University College Isle of Man, 2024; States of Guernsey, 2024; University of Gibraltar, 2024; Universitat d'Andorra, 2024; States of Jersey, 2024; Universität Liechtenstein, 2024; Università degli Studi della Repubblica di San Marino, 2024; International University of Monaco, 2024; Ilisimatusarfik, 2024; Fróðskaparsetur Føroya, 2024)

In 2019, the World Bank argued in its World Development Report, taking into account the future of work and the greater importance of technology in value chains, that the tertiary education sector is becoming increasingly relevant for the workforce to be able to compete in the labour market. (The World Bank, 2019) In addition to the growing competitive pressure on the labour market, micro-nations in particular are subject to the withdrawal of younger people. As micro-nations are small in terms of

human and economic resources, they tend to be seen as rural by their populations. Thus, one can speak here of the problem of rural exodus. Reasons for this can be the lack of public goods and private goods. Public goods include infrastructure such as roads, but also educational opportunities and health care. Private goods, on the other hand, are more traditional consumer goods, such as travelling or leisure activities. (Thießen, Maurer, & Lkhamsuren, 2018; Gloeckle & Scholz, 2021; Brandtjen R. B., 2019; Brandtjen R. B., 2021)

The tertiary education sector also appears to be a measure to combat rural exodus. On the one hand, it creates an expansion of the supply of public goods, in the form of educational opportunities, and private goods, in the form of their innovation production, and on the other hand, human capital is promoted in such a way that society becomes more productive and efficient. Finally, the tertiary education sector and universities also create new jobs as employers.

CULTURAL ASPECTS

The cultural aspect of tertiary education includes research into regional culture and history, as well as the promotion of one's own regional or minority language through research and teaching.

All of the institutions in the case studies have at least one research area on their own history, culture and regional language. In some areas there are study programmes on this and in a few, such as the Faroe Islands, Greenland and Andorra, the own language is even the principal language of instruction. (University College Isle of Man, 2024; States of Guernsey, 2024; University of Gibraltar, 2024; Universitat d'Andorra, 2024; States of Jersey, 2024; Universität Liechtenstein, 2024; Università degli Studi della Repubblica di San Marino, 2024; International University of Monaco, 2024; Ilisimatusarfik, 2024; Fróðskaparsetur Føroya, 2024)

The protection of minority and regional languages and the promotion and research of individual culture can be seen as a means of combating discrimination and promoting a society. Any kind of discrimination, including linguistic marginalisation, leads to a more vulnerable economy and society. The less discrimination there is, e.g. through the promotion of culture and language, the more stable and steady economic growth will be. (Gradstein & Schiff, 2006)

In addition, there is another reference to the necessary economic opening of micro-nations. In this context, exports in particular relate to employment and sales opportunities. Thanks to the internationalisation of the respective labour market, employees are supported. As a result, Gibraltar has managed to have almost as many jobs as inhabitants, which is due to the border workers. (Brandtjen R. B., 2021) Language and cultural skills are part of human capital. Learning and promoting languages and cultures improves communication skills, the learning of related languages and intercultural and cross-border cooperation. Higher human capital can thus lead to higher economic growth. (Deming, 2022; Goldin, 2016)

To show the importance of the language and culture of the case studies, Figure 5 shows the percentage results for the single-choice question on what the main characteristic of the respective area is. The participants were able to choose from 7 options, of which, for example, their own language or their own culture were available. It is easy to see that in each year, the participants from the Faroe Islands and Greenland gave more importance to their own language and culture than other options. Liechtenstein

is in third place when it comes to the importance of their own language. The official language is German and linguistically 3 different German dialects are spoken there, but no other languages. By choosing their own culture as the main characteristic, the participants from the Isle of Man placed third. Bringing up the rear in both categories are San Marino and Monaco.

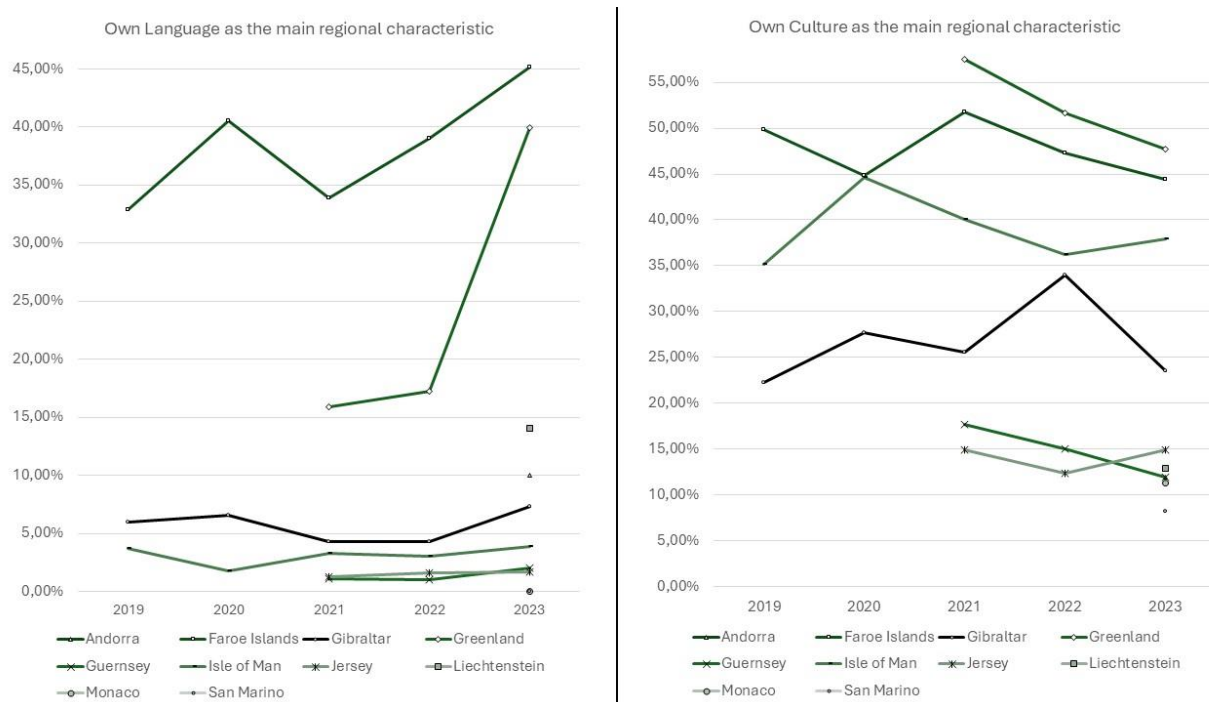


Figure 5: Percentage results of the main regional characteristic "own language" and "own culture" from 2019 to 2023 (own illustration)

The figures for Monaco and San Marino could be explained by the fact that they each have a high proportion of non-citizens in relation to their own citizens.

The importance of culture and language and the support provided by the tertiary education sector can be recognised in all territories.

ENVIRONMENTAL ASPECTS

The ecological aspect closes the circle of sustainability. Environmental protection is supported internationally by UNESCO biosphere reserves, among others. Biosphere reserves, as areas with terrestrial, marine and coastal ecosystems, are sites that support science for sustainability (UNESCO, 2017). They manage and conserve biological and cultural diversity as well as economic and social development based on the efforts of local communities and sound science (Clamote Rodrigues & Schaaf, 2016), and their sustainability practices are based on economic, social, environmental and ethical considerations. The latter concerns the integration of sustainability practices through equity (between rich and poor areas or between generations, disabilities, diversity and gender). In implementing the SDGs and creating corporate registries, the various UN organisations are aware of the need to network and collaborate with a wide range of stakeholders, from policy makers to businesses and the public (Borsdorf & Jungmeier, 2020). Due to a higher degree of corporatism in smaller societies, the social distance between actors shrinks (Brandtjen R. B., 2021).

The Isle of Man is the first nation in the world to be fully registered as a UNESCO Biosphere Reserve. A key partner of the biosphere reserve is the University College Isle of Man, the island's centre for tertiary, vocational and higher education. It carries out educational, scientific and/or cultural projects to address current sustainable challenges for business and society. For example, a recent Masters research project (Biosphere Isle of Man, 2020) developed a business support programme that led to a forum for businesses on how to successfully implement the SDGs, particularly in the context of the pandemic. Businesses also expressed a desire for BR and SDG-focused training programmes (WNICBR, 2021).

These initiatives show the combination of the three pillars of the BR: sustainable development, research and conservation, with social inclusion at the centre.

Other areas, however, show different study programmes on sustainable development including environmental protection. (Fróðskaparsetur Føroya, 2024; Ilisimatusarfik, 2024; University of Gibraltar, 2024) Although the Isle of Man is leading the way in combining the environmental aspect with the tertiary education sector, the other territories are also working on this and catching up.

POLITICAL –ASPECTS

The political aspect is aimed more at institutional influence and strengthening the legal system. Due to the statehood and far-reaching autonomy, all case studies have their own legal system. In order for the conditions for a constitutional state to exist here as well, legal training must therefore also be possible. All areas have either a university education or further education in the respective national legal area. (Institute of Law Jersey, 2024; Institute of Law Guernsey, 2024; Fróðskaparsetur Føroya, 2024; Ilisimatusarfik, 2024; University of Gibraltar, 2024; The Isle of Man Law Society, 2024; Gouvernement Princier, 2024; Universitat d'Andorra, 2024; Universität Liechtenstein, 2024; Università degli Studi della Repubblica di San Marino, 2024) In this way, the tertiary education sector is once again creating highly qualified local jobs, also as a means of combating the rural exodus.

Conclusion

This thesis analyses the impact of the tertiary education sector on the achievement of Sustainable Development Goal 8 in 10 European micro-nations. Due to their small size, they have few human and economic resources by definition. The risk of rural exodus and economic vulnerability is quite high. Nevertheless, all case studies show a higher, sometimes extremely higher, GDP per capita than the EU.

The tertiary education sector, by generating further educational opportunities and its potential for innovation, creates a successful means of combating migration, especially of young people. As an employer, but also through their training, new qualified jobs are created. Added to this is the potential creation of a new export sector thanks to the export of education. Finally, the tertiary education sector has a positive impact on human capital, especially in areas with few human resources.

The tertiary education sector helps to reduce poverty through training. Even in affluent areas, there is relative poverty, which is based on the median equivalent income of the respective region. Free education programmes and scholarships that take into account the financial situation of students, among other things, contribute to equal opportunities and poverty reduction.

In addition, the tertiary education sector promotes the regional culture and language through research and teaching. The clear importance of one's own culture and language for the population in the regions is recognised. This promotion can have a positive impact on human capital and therefore also on economic performance by reducing discrimination.

The tertiary education sector has an ecological impact through teaching and research in sustainable study programmes. An extremely positive example is the Isle of Man Biosphere Reserve. Here the university institution is an active partner with e.g. ecological projects of the environmental part of the sustainability of society.

Finally, the strengthening of its own legal community through legal education and training once again demonstrates the importance of the tertiary education sector in creating new jobs, combating relative poverty and rural depopulation and strengthening the economic situation of the region.

It should be noted that the tertiary education sector can have a positive influence on politically, economically or geographically isolated regions. As a regional development measure, this can be learnt from the case studies. Nevertheless, it should be noted that the availability of data is rather sparse. Thus, the prosperity of the case studies is not exclusively due to the creation of their own tertiary education sector. It seems to be more an element of an all-encompassing economic policy.

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Annex

WHAT DO YOU THINK IS THE MOST CHARACTERISTIC OF [REGION]?

<i>Language</i>	Question	Own language	Own culture
Castillian (Spanish)	¿Qué cree usted que es lo más característico de [Region]?	Su propio lengua	Su cultura propia (tradiciones, costumbres, música...)
Catalan	Què creu que és el més característic de [Region]?	La seva llengua pròpia	La seva cultura pròpia (tradicions, costums, música,...)
Danish	Hvad kendetegner efter din mening mest [Region]?	Eget sprog	Egen kultur (tradition, skikke, musik, ...)
English	What do you think is the most characteristic of [Region]?	Own Language	Own culture (tradition, customs, music,...)
Faroese	Hvat er serliga eyðkenni Føroya?	Egið mál	Egin mentan (siðvenja, siðir, tónleikur,...)
French	A votre avis, quelle est la caractéristique la plus typique du [Region] ?	Sa propre langue	Sa propre culture (tradition, coutumes, musique,...)
German	Was charakterisiert, Ihrer Meinung nach, [Region] am meisten?	eigene Sprache	Eigene Kultur (Traditionen, Bräuche, Musik,...)
Greenlandic	Suna Kalaallit Nunaannut naleqqunnersaava?	Nammineq oqaatsit	Nammineq kulturi (ileqqoq, pissuserissaarneq, nipilersorneq,...)
Guernsey Norman French	Tchi qu'erpersente lé Bailliâge à Guernesî lé mus?	Sa proper langue	Sa proper tchulture (traditiaon, coôteumes, musique,...)
Italian	Secondo lei qual è la caratteristica più tipica della / del / dell' [Region]?	Lingua propria	Cultura propria (tradizione, costumi, musica,...)
Ligurian	Inta seu opinion, quæ a l'è a caratteristica ciù tipica dël [Region]?	Unna seu lengua	Unna seu coltua (tradiçioin, costummi, muxica...)

<i>Language</i>	Question	Own language	Own culture
Manx Gaelic	C' red ta'n red smoo cowreydagh jeh Mannin?	Glare er-lheh	Cultoor er-lheh (tradishoony, shenn-chliaghtaghyn, kiaull, as nyn lheid)
Norman French	Seloun voute apercheu, quique ch'est qui représente le pus [Region]?	Sen prope loceis/préchi	Sa prope tchulture (traditioun, couoteumes, musique, ...)
Occitan	Segontes la siá opinion quina es la característica mai típica de [Region]?	Sa pròpria lenga	Sa pròpria cultura (tradicion, costumas, musica,...)
Portuguese	Qual acha que é a característica mais característica da / do [Region]?	A sua própria língua	A sua própria cultura (tradições, costumes, música,...)
Romagnol (San Marino variety)	Sgand vo quale ch'l'è la carateréstica piò tepica dl'[Region]?	Lèngua propja	Cultura propja (tradiziòun, custom, musica . . .)

DATA OVERVIEW

OWN LANGUAGE AS MAIN REGIONAL SYMBOL

REGION	AVERAGE	2019	2020	2021	2022	2023
ANDORRA	10,0%					10,0%
FAROE ISLANDS	38,3%	32,9%	40,5%	33,9%	39,0%	45,1%
GIBRALTAR	5,7%	6,0%	6,6%	4,3%	4,3%	7,3%
GREENLAND	24,3%			15,9%	17,2%	39,9%
GUERNSEY	1,4%			1,1%	1,0%	2,0%
ISLE OF MAN	3,1%	3,7%	1,8%	3,3%	3,0%	3,9%
JERSEY	1,5%			1,3%	1,6%	1,7%
LIECHTENSTEIN	14,0%					14,0%
MONACO	0,0%					0,0%
SAN MARINO	0,0%					0,0%

 OWN CULTURE AS MAIN REGIONAL SYMBOL

REGION	AVERAGE	2019	2020	2021	2022	2023
ANDORRA	12,0%					12,0%
FAROE ISLANDS	47,6%	49,8%	44,8%	51,8%	47,3%	44,4%
GIBRALTAR	26,6%	22,3%	27,7%	25,6%	34,0%	23,6%
GREENLAND	52,3%			57,5%	51,7%	47,7%
GUERNSEY	14,9%			17,7%	15,0%	12,0%
ISLE OF MAN	38,8%	35,2%	44,6%	40,0%	36,2%	37,9%
JERSEY	14,1%			14,9%	12,4%	14,9%
LIECHTENSTEIN	12,9%					12,9%
MONACO	11,4%					11,4%
SAN MARINO	8,3%					8,3%